C.
N819H
1895/96

1895 and 1896.

Third Annual Catalogue

—of—

NORTHWEST MISSOURI COLLEGE,

PROPERTY OF GALLATIN DISTRICT OF MISSOURI CONFERENCE, M. E. CHURCH, SOUTH.

THIS COLLEGE IS LOCATED AT

Albany, Gentry County, Missouri,

AND IS A

COLLEGE, ART CONSERVATORY AND BUSINESS INSTITUTE FOR BOTH SEXES.

Chartered 1891, with Highest Privileges.

WM. H. PRITCHETT, A. M., President.

Esse Quam Videri Malim.

BOARD OF CURATORS.

Rev. I. M. Williams, *Pres. ex officio*.....Gallatin, Mo.
F. M. Setzer, Esq., *Vice Pres*.....Albany, Mo.
Hiram DePriest, *Treas*.....Albany, Mo.
C. E. Reid, *Sec'y*.....Albany, Mo.
W. T. Lunsford.....Albany, Mo.
J. M. Poage .....Pattonsburg, Mo.
Dr. F. N. Burgin.....Albany, Mo.
Rev. D. F. Bone.....Dearborn, Mo.
L. H. Peery.....Albany, Mo.
John Wilson.....Lone Star, Mo.
W. T. Madden.....Albany, Mo.
J. K. Davis.....Bethany, Mo.
S. F. Peery.....Albany, Mo.
Dr. G. W. Doyle.....Albany, Mo.
T. B. Schaffer.....Bethany, Mo.
Wallace Hubbard.....Albany, Mo.
W. A. Kenyon.....Albany, Mo.
Prof. J. W. Tanquary.....Pattonsburg, Mo.
Dr. S. P. Lapmer.....Albany, Mo.
S. T. Brosius.....Gallatin, Mo.
Rev. J. A. Wailes.....Savannah, Mo.
Judge Jasper Cox.....Albany, Mo.
J. T. Simpson.....Union Star, Mo.
Dr. E. W. Bishop.....Ravenwood, Mo.
P. V. Blakeman.....Ridgeway, Mo.
Dr. C. W. Williams.....Allendale, Mo.
R. M. McCammon.....Albany, Mo.
J. M. Lamar.....Elmo, Mo.
Dr. D. W. Carlisle .....Lineville, Iowa.
A. M. Bedford.....Savannah, Mo.
W. H. Forman.....McFall, Mo.
Rev. W. A. Hanna.....St. Joseph, Mo.
President W. H. Pritchett, *ex officio*....Albany, Mo.

Annual meeting of Board is held Monday afternoon of Commencement Week.

FACULTY.

W. H. Pritchett, A. M., President, (Central College),
Professor of Mental and Moral Science, English and French.

J. T. Pritchett, Treasurer, (Emory and Henry Colleges),
Professor of Greek, German, Latin and Anglo-Saxon.

W. B. Sanders, A. B., Museum Custodian, (Hendrix College),
Professor of Natural Science and Normal Assistant.

E. F. Burcham, Ph. B., Secretary, (Central College),
Professor of Mathematics and Normal Assistant.

Clarence M. Gordon, M. A., (Weaver's Business College),
Principal in Commercial Department and Normal Assistant.

Charlton Smith, (Indianapolis School of Music),
Professor of Music.

Miss Ida Crawley, Instructor in Art

N. B.—Other Teachers are to be secured as occasion demands. Members of graduating classes will be required to assist in class work.

Mrs. Alice Pritchett, Principal in Preparatory Dept.

VISITING COMMITTEE, 1895.

Rev. J. H. Glauville, Breckenridge, Mo.

Rev. M. F. Brower, Union Star, Mo.

Rev. G. E. Tanquary, Jameson, Mo.

GRADUATES FOR 1893.

E. W. Bishop, Commercial, Martinsville, Mo.
J. Tom DeVaney, Commercial, Clarksville, Mo.
Cena Shoemaker, Commercial, Albany, Mo.
W. A. Hammack, Ph. B., Elsberry, Mo.

GRADUATES FOR 1894.

Marvin C. Boydston, Ph. B., Edgerton, Mo.
J. Thomas DeVaney, Ph. B., Paynesville, Mo.
Delno P. Kenyon, Ph. B., Albany, Mo.
William M. Wilson, Ph. B., Denver, Mo.

GRADUATES FOR 1895.

John G. Wilson, Ph. B., Lone Star, Mo.
Lawrence H. Daingerfield, Ph. B., King City, Mo.
John G. Lindsay, Commercial, Osborne, Mo.

Commencement Calendar, 1895.

Sunday, June 2, ... Baccalaureate Sermons.
REV. J. D. HAMMOND, D. D., FAYETTE, MO.

Saturday, June 1, 8 P. M. . . . Preparatory Rhetorical.

Monday, June 3, 8 P. M. . . . Declamation Contest.

Tuesday, June 4, 8 P. M. . . . . Rehearsal Contest.

Wednesday, June 5, 8 P. M. . . . . Oration Contest.

Thursday, June 6, 10 A. M. . . . . Essay Contest.

Thursday, June 6, 8 P. M. . . . Graduation Exercises.

Board Meeting June 3, 2 P. M., at President's office.

Calendar For 1895 and 1896.

Fall Term opens Monday, 1 P. M. . September 2, 1895.

Thanksgiving Concert, . Thursday, November 28, 1895.

Term Rhetorical, ... December 20, 1895.

Spring Term Opening, ... January 6, 1896.

Anniversary Exercises, ... February 22, 1896.

Joint Anniversary of Societies, . . . April 26, 1896.

Annual College Concert, ... May 24, 1896.

Term Rhetorical, ... May 31, 1896.

Baccalaureate Sermon, ... June 2, 1896.

Declamation Contest, ... June 3, 1896.

Rehearsal Contest, ... June 4, 1896.

Oration Contest, ... June 5, 1896.

Essay Contest, ... June 6, 10 A. M., 1896.

Commencement Exercises, . . . June 6, 8 P. M., 1896.

College Matriculates.

Adams, George.....King City, Mo.
Adams, Maude.....King City, Mo.
Adams, Lova.....Albany, Mo.
Allison, Arthur.....Whiting, Iowa.
Allison, Grace.....Whiting, Iowa.
Baldock, Gertrude.....Albany, Mo.
Bare, John.....Albany, Mo.
Bartles, Charles.....Bethany, Mo.
Barton, Jamie.....St. Joseph, Mo.
Barton, Minnie.....Ravenwood, Mo.
Bishop, Emmet.....Ravenwood, Mo. (suspended)
Boydston, V. V.....Edgerton, Mo. (suspended)
Bray, Thomas.....Albany, Mo.
Brooks, Doty.....Albany, Mo.
Buntin, Laura.....Brooklyn, Mo.
Burgin, Frank.....Albany, Mo.
Burgin, Isam.....Albany, Mo.
Carter, Mary.....King City, Mo.
Chapman, Emma.....Albany, Mo.
Chapman, Hannah.....Albany, Mo.
Combs, Vesper.....Albany, Mo.
Cox, Estey.....Albany, Mo.
Cox, Seth.....Albany, Mo.
Culbertson, Dean.....Albany, Mo.
Culp, Fred.....Albany, Mo.
Culver, Paul.....Grayson, Mo. (suspended)
Cunningham, Edgar.....Albany, Mo.
Daingerfield, Lawrence.....King City, Mo.
Davis, Innis.....Bethany, Mo.
De Priest, Edith.....Albany, Mo.
De Priest, Oleva.....Albany, Mo.
De Vorss, Ida.....Jamesport, Mo.

Dills, James.....Elenorah, Mo.
Dykes, Marion.....Bethany, Mo.
Floyd, Bertha.....Albany, Mo.
Forman, David.....McFall, Mo.
Fuson, Cora.....Union Star, Mo.
Gall, Fred.....Lathrop, Mo.
Garrett, George.....Omaha, Neb.
Gaw, Clinton.....Grant City, Mo. (expelled)
Graham, Asa.....Union Star, Mo.
Grubb, Albert.....Albany, Mo.
Hanlin, Charles.....Albany, Mo.
Hanlin, Jessie.....Albany, Mo.
Hermon, Earl.....Albany, Mo.
Harris, Marion.....Dearborn, Mo.
Haynes, Marion.....Albany, Mo.
Hendren, Ethel.....Albany, Mo.
Howard, Edward.....Kidder, Mo.
Hubbard, Paul.....Albany, Mo.
Hutchinson, Bertha.....Big Springs, Iowa.
Jared, Veda.....Albany, Mo.
Johnson, Emory.....Albany, Mo.
Kenyon, Delno.....Albany, Mo.
Kenyon, Gertrude.....Albany, Mo.
Lamar, Cora.....Elmo, Mo.
Lamar, Leona.....Elmo, Mo.
Lainhart, Ethel.....Albany, Mo.
Lindsay, John.....Osborne, Mo.
Low, Walton.....Albany, Mo.
Ledbetter, Alice.....Denver, Col.
Lunsford, Walter.....Elenorah, Mo.
Lunsford, Charles.....Albany, Mo.
McCammon, William.....Darlington, Mo. (suspended)
Meek, Ettie.....Weatherby, Mo.
Millen, Ernest.....Albany, Mo.
Millen, Frank.....Albany, Mo.
Morrison, Boone.....Albany, Mo.
Munger, Carrie.....Albany, Mo.
Napier, Thomas.....Denver, Mo.

Patton, Chester	Albany, Mo.
Peery, Anna	Albany, Mo.
Peery, Grace	Albany, Mo.
Peery, Louise	Albany, Mo.
Peery, Lucy	Albany, Mo.
Peery, Marvin	Albany, Mo.
Peery, Ruby	Albany, Mo.
Power, Claude	Albany, Mo.
Pratt, Marvin	Albany, Mo.
Prichard, Maggie	Jameson, Mo.
Prichard, Mattie	Jameson, Mo.
Prichard, William	Jameson, Mo. (suspended)
Pritchett, James	Albany, Mo.
Pritchett, Mabel	Albany, Mo.
Rice, Beatrice	Albany, Mo.
Roberts, Claude	Albany, Mo.
Schultz, Orillis	McFall Mo. (suspended)
Setzer, Cornelia	Albany, Mo.
Setzer, Lyda	Albany, Mo.
Severs, Ada	Elmo, Mo.
Shoemaker, William	Albany, Mo.
Siler, Walter	Huron, Kan.
Smith, Ashby	Berlin, Mo.
Smith, Fannie	Berlin, Mo.
Smith, Florence	Berlin, Mo.
Smith, Henry	Cameron, Mo.
Smith, Homer	Albany, Mo.
Stapleton, Ada	Albany, Mo.
Staton, Ethel	Albany, Mo.
Sullivan, Fay	Albany, Mo.
Sullivan, Gail	Albany, Mo.
Sullivan, Malin	Albany, Mo.
Swank, Ethel	Albany, Mo.
Swank, Irene	Albany, Mo.
Swank, Rachel	Albany, Mo.
Teenor, Maude	Albany, Mo.
Thomas, Marvin	Matkins, Mo.
Todd, Lyda	Elenorah, Mo.

Tull, Anna.....Coffeysburg, Mo.
Twist, Katie.....Albany, Mo.
Van. Gorkum, Isaac.....Albany, Mo.
Virden, Lizzie.....New Hampton, Mo.
Wareheim, Ola.....Ravenwood, Mo.
Wayman, Bessie.....Albany, Mo.
Wayman, Charles.....Albany, Mo.
Wayman, Luther.....Lone Star, Mo.
Wayman, Dennis.....Albany, Mo.
Whiteley, Inna.....Albany, Mo.
Whitman, Mamie.....Albany, Mo.
Whitesel, Nellie.....Denver, Mo.
Williams, Cricket.....Albany, Mo.
Williams, Edna.....Albany, Mo.
Williams, Frank.....Albany, Mo.
Williams, Gussie.....Albany, Mo.
Williams, Homer.....Albany, Mo.
Williams, Lucy.....Albany, Mo.
Williams, Mabel.....Albany, Mo.
Williams, Mary.....Albany, Mo.
Wilson, Emmett.....Denver, Mo.
Wilson, Myrtle.....Denver, Mo.
Wilson, John.....Lone Star, Mo.
Winningham, Mamie.....Brooklyn, Mo.
Wynn, William.....Jameson, Mo. (suspended)

College Historical Notes.

For some time previous to the beginning of the school movement in Albany there had been a feeling among the members of the Methodist Episcopal Church, South, in the Gallatin District, that their Church ought to have a high school or college located at some point in the District, or in Northwest Missouri, and at the District Conference held in Albany, May 29 and 30, 1891, the matter was casually mentioned by one or two visitors.

Others soon became interested, and a call was issued for a public meeting, which was held in the courthouse on Monday night, July 13, 1891, the room being filled with both ladies and gentlemen. Mr. R. M. McCammon was chosen chairman and Mr. C. E. Reid secretary. Addresses were made by Hon. J. W. Witten, Rev. G. M. Gibson, Elder H. W. B. Myrick, Elder S. R. Dillon, and others, and a committee of fifteen business men was appointed to consider means for prosecuting the work.

This committee, after considering the matter, recommended that subscription papers be opened, and accordingly papers were prepared, solicitors appointed, and the work pushed with such vigor that at the session of the Missouri Conference, held at Maysville in September, 1891, Rev. G. M. Gibson, the pastor, reported that more than $10,000 had been subscribed by the people of Albany and vicinity toward forming a fund for the establishment of a college in that city, to be owned and controlled by the M. E. Church, South. The approval of the Annual Conference was given to the movement, and at the Quarterly Conference of Albany Station, held in the church in Albany, October 3, 1891,

Rev. J. A. Wailes, the pastor, submitted a series of resolutions providing for the acceptance of the gift of the citizens, and providing for the appointment of a board of trustees or curators to take charge of the property, for a building committee to have charge of the erection of buildings, and for a committee to choose a site.

Pursuant to the resolutions of the Quarterly Conference, the locating committee met in Albany on Friday, October 16, 1891, and after viewing all the sites offered, and considering all offers and conditions, accepted the proposition made by a company of business men, now known as the "Albany Land and Improvement Co.," which proposition included a site of nine acres of land, one-fourth of a mile east of the town proper, on a beautiful elevation, commanding a good view of the surrounding country; also subscriptions of money aggregating $2,050, and 25 per cent. of the proceeds of the sales of lots in an addition to the town to be laid off and platted by the said Improvement Company; said 25 per cent. to be given on all lots sold within one year.

On the 23d of October, 1891, the board of trustees named in the resolutions, or a majority of them, met in Albany and organized by electing proper officers, and at a meeting held on December 1, 1891, the proposition and offer made by the Land Company, and the report of the committee on location were read, and the report of the committee was unanimously approved. It was decided that the school should be known as the NORTHWEST MISSOURI COLLEGE of the M. E. Church, South.

At the December term, 1891, the Circuit Court of Gentry county, the association or board of trustees or curators was incorporated under the name of "The Northwest Missouri College Association."

At the District Conference held in Jamesport, Mo., March 10 and 11, 1892, the committee on education, in its report, cited, among other things, the facts as herein stated, and recommended that the District Conference

accept the gift tendered by the citizens of Albany and vicinity; that it indorse the action of all committees in the matter, and that it pledge its aid and support to the school to be established, all of which was unanimously adopted.

The building committee appointed by the Quarterly Conference met in Albany and organized in due form, and, acting under instructions from the board of trustees, proceeded with the work of securing plans for a school building, and the plans secured by them were, on March 14, 1892, submitted to the board of trustees, and by them approved, and the plans receiving the finishing touches from the architects, within ten days the committee advertised for bids for the erection of the building.

The new addition to the town spoken of has been platted and the city limits have been extended to include it. The whole, containing more than one hundred acres, was surveyed and marked off in town lots, and is well known as College Hill Addition. The cornerstone was laid with appropriate ceremonies, August 2, 1892.

The building was duly erected and consisted of basement, first and second stories and attic, practically a four-story building, and contained in all about twenty rooms. The walls were of pressed brick and the roof of slate. The size of the building 84 x 125 feet, the chapel, or study hall, being a grand room 43 x 81 feet inside. Through the building, from the west entrance to the chapel door, was a wide corridor, and from the south entrance another wide corridor extended to the main corridor and directly to the stairway. The library was on the right of the south entrance and the President's office on the left. The building fronted south and west and occupied the highest point of ground on a fine campus of nine acres. The plans were the result of much study and consultation on the part of the Building Committee, Mr. S. F. Peery, Dr. G. W. Doyle and Mr. C. E. Reid. They constituted a subcommittee who had direct charge of the work, and they

were untiring in their efforts to make it a complete success. The College was to have been splendidly lighted by electricity.

Early in May, 1892, the board and its agent, Rev. J. A. Wailes, began to look for a man to take charge of this new institution. There were several applicants, but the board placed itself in communication with Prof. W. H. Pritchett, A. M., then President of the Paynesville Pritchett Institute, though he had never so much as signified his willingness to leave his private school with which he had been connected for several years. The board considered him the man for the place if arrangements satisfactory to him could be made. They elected him and notified him accordingly. He visited Albany June 22d, and lectured that night to a fine audience, and the next day, June 23d, accepted the trust the Church and District had signified their desire to commit to his hands.

Inasmuch as it was found impossible for the newly elected President to assume charge before January, 1893, and as the buildings would not be completed before the end of the year 1892, it was decided to open the College January 9, 1893.

The President demonstrated his abiding faith in the enterprise by constructing an expensive residence on a block of ground near the College campus. He gave up his private institution and moved in January, and as the College building was hardly ready for students, the school opened with forty-three pupils in the M. E. Church, South, after a splendid introductory sermon by Rev. J. A. Beagle, of St. Joseph. Pupils came in daily, and all were eagerly waiting the expiration of the few days that should elapse before we should move into our College home. But our faith and courage were to be yet more severely tested. On the morning of January 21st the College was burned. The *Ledger*, of Albany, thus vividly speaks of the severe blow:

"TERRIBLE CALAMITY TO N. W. MISSOURI.

"A mass of ruins, ragged, tumbled-down walls, is all that now remains of the magnificent new building of the Northwest Missouri College of the M. E. Church, South, which had been built on the east College Hill during the past year. Where proud, buoyant hearts a week ago were filled with bright hopes for the future success of the grand institution, there is now sorrow, sadness and disappointment; regret by every one, for there is scarcely an individual in the town who had not contributed of his means in the building of the College, with the firm conviction that it augured prosperity to all alike.

"Between twelve and one o'clock A. M. last Saturday, probably about twenty minutes past twelve, the fire was first discovered. The flames were then bursting from the windows and roof of the entire building. The alarm was given, but not heard by many. Those who were aroused from their slumbers looked out to the east and saw the heavens ablaze. A dreary mist hovered over the earth, and through this the flames, as they crackled and leaped heavenward, shone dismally and frightfully. The whole firmament appeared doomed to fire. The early arrivals could do nothing but gaze upon it with wonder and distraction. No human power could then check the flames. Soon the chapel roof fell with a crash that fairly shook the earth, and again the flames renewed their vigor. Section after section of walls fell in as the fire advanced. In twenty minutes after the fire was first discovered, the ravage was complete. It burned rapidly and fiercely. There was but little wind blowing to fan the flames, but it was not needed to complete the work of destruction. From the towering chapel hall to the extreme west end of the building, the flames had spread apparently at the first flash and enveloped the whole building. From the basement to the dormer windows away above, the flames were lashing out, roaring and rushing to complete the destruction. Those present could only stand

and witness it, then return sorrowfully to their homes.

"How the fire originated is a mystery yet to be solved. As stated before, the flames appeared to be throughout the whole building when first discovered. All of the inside wood-work was of Southern pine, dry and inflammable. It burned easily and rapidly. How long was the fire smouldering before it burst out? Could it possibly have spread over the entire building in the short time if started in one place only? Was the fire started throughout the building by means of inflammable oils or preparations? Could any one have any object in the destruction of the building? These, and many other interrogations, are heard. All is conjecture. Two contractors and builders with whom we have conversed, say that a fire started in any one part of the building would have required considerable time to spread; that the building was so constructed that fire could not communicate rapidly from one extreme to the other.

"The building was insured in five or six companies for a total of $16,500. C. Bosen, the contractor, had drawn about $11,000 on his contract price of about $20,000. To have completed his contract, he had only the plastering and painting to do, the cost of which would have been between two and three thousand dollars. Owing to the severe cold weather, work had been suspended for a month or more. Two days before the fire, work was resumed and in a few days the finishing touches would have been put on.

"As to the probability of rebuilding the College, it may be stated that, if the determination and energy of the principal promoters and ardent supporters of the project who before backed it with their means and influence, are not prevented by unforeseen legal complications, the College will soon rise from the ashes and again stand as a proud monument to their enterprise.

"At a meeting of the Albany Land and Improvement Co., who own the unsold lots in the East Side Addition, held Tuesday night, it was unanimously voted

to donate sixty-five lots in the Addition for the benefit of the rebuilding fund.

"While the community in general, and especially every one living in the town who had contributed and watched with zealous eyes the progress of the work, all felt a pride in the magnificent building, they look upon the blow as a personal one to themselves; but to no one does the loss strike heavier than Professor Pritchett, President of the College. He had concentrated all the energies of a vigorous mind and body into the success of the College; had left a good position to commence his work here; had built an expensive and magnificent residence near the College, and with joyful anticipation had looked upon the new College building as his future home, where the results of his ambitious labors should be manifested in rich rewards in the future. His work had already commenced, as has been previously announced in these columns, and the temporary quarters for his classes had begun to feel the enthusiasm of his work. New pupils were arriving daily. Prospects were bright for the success of the school. But it is almost impossible to discourage men of his pluck and perseverance. Upon assembling the morning after the fire, his pupils unanimously agreed to help him push through the dark cloud which appeared to surround and envelop both teachers and pupils. His school will go on. Other temporary quarters, if necessary, will be provided. With the motto, *I will*, before him, he will eventually surmount all obstructions."

Believing we had started wisely, we were not cast down by our catastrophe. The school was carried on in the church, and later in the large public school building. The fire seemed to have made us friends. The *Commencement* exercises were of genuine interest; the enrollment had trebled itself, and our friends were more than satisfied—were jubilant. The contractor began again on the building May 15th.

In January, 1893, Northwest Missouri College began to write its own history in the lives and characters of those placed within its walls. We devoutly pray the Allwise Creator that the work may ever be grandly done. We began with a fervent desire to benefit humanity, and especially our Church in Northwest Missouri, and we pray God's direction in planning and executing.

When the Board of Curators first selected the present incumbent as President, he was, at his own solicitation, elected for one year only. At the end of that time he was re-elected. At a meeting of the Board, one year later, he was unanimously chosen President for a term of five years, to enter upon his duties for that period September, 1894, his previous term not expiring till that time. Thus patrons may rest at ease that the College will continue for quite a period of years under the same Presidency.

Write to the President if you desire that some of the Faculty visit your community during the Summer.

We desire to interest every Methodist family in the District in this institution. We want the aid of other than Methodist families, also. The entire Northwest Missouri is just awakening to the realization of her grand possibilities and opportunities.

We ask the prayers of the Church, the patronage of the citizens of Albany, of Gentry County, of Gallatin District, of all the Northwest. A college is not built in a day, nor in a year, but it may be in decades by honest, faithful, thorough, persistent work.

LOCATION.

Albany, the city in which the Northwest Missouri College is located, is the county-seat of Gentry County. It has long been a substantial, prosperous, and solid town, but in the last two or three years it has taken on new life and vigor. Few towns of its size have as much wealth and activity, or as little undue ostentation. Its prospects for future development are very

bright, and no city offers larger inducements to those seeking a good business location, or better facilities to those seeking splendid educational advantages. This city is only fifty miles northeast of St. Joseph—a ride of two hours. Being on the Chariton Branch of the Chicago, Burlington and Quincy Railroad, and connected with the Wabash Railroad by daily stage to Evona Station, three miles away, as well as by the "Burlington" trains at Darlington, four miles distant, Albany is afforded excellent shipping and traveling facilities for quick communication with such leading cities of the Northwest as Kansas City, St. Joseph, St. Louis, Chicago, and Omaha, as well as with intermediate points and the entire northern part of Missouri. We do not covet the patronage of all the States; it is only of our own commonwealth, and especially of the northern part, and more especially of the part covered by the St. Joseph and Gallatin Districts.

We are fully confident that our Church alone (not to speak of patronage that will naturally come from other churches) in this territory is able and willing to support a school, the matriculation of which shall within a few years be greater than that of any school or college in this State under the control of one church.

Albany has been selected as the location of the NORTHWEST MISSOURI COLLEGE, because it is not only the center of this great northwest territory, but also because of its ready accessibility from all parts of that territory which, in the past, has been so little reached by our church schools in other parts of the State. Albany has neither the disadvantages of a large city nor of a small town, and thus is an ideal location. Its population is over two thousand of as orderly, thrifty and enterprising people as can be found in the State. Churches are supported here by three branches of the Methodist and by two of the Presbyterian denominations, as well as by the Baptist and Reform. One of the handsomest court-houses and one of the best public school buildings in the State ornament the town. Two good banks, an opera-house, three hotels, four news-

papers, new electric light system, a flouring mill, a foundry, a number of good business blocks, many beautiful residences, charter for water-works, the two new splendid college buildings, the large number of private residences in process of erection, are but a part of the substantial proofs of the enterprise and liberality of the people. Building and Loan Associations and the Land Improvement Company enable the town to offer additional inducements to the home-seeker, be he rich or poor, by enabling the laborer of limited means, as well as the capitalist, to build homes to their liking and enjoy the blessings of unsurpassed educational advantages. A salubrious climate, an intelligent, religious, hospitable community, a flourishing city with college atmosphere, invite the home-seeker.

Albany was incorporated in 1851; hence it is an old town with new life. It is in the midst of a region unsurpassed for grain and stock-raising. It has at its door water and timber in abundance. We invite our church people, as well as others, who are seeking a new place, to locate here and enjoy all the advantages we have to offer. The climate of this part of the State is mild and very healthy, and the country consists principally of prairies, which are well watered by the Grand River and its tributaries. There are yet some very desirable lots in College Hill Addition, where we desire good families to locate.

The College campus is on the crest of College Hill Addition, and consists of nine acres of ground which rolls gradually from the center to all directions. It certainly is by nature one of the most eligible places we have ever seen for the purpose for which it has been selected. The roomy and commodious building upon it enables the beholder to look away for twenty miles over one of the prettiest stretches of country upon which the eye could feast. This college building is erected at a cost of near $25,000, not including the furniture, heating and lighting apparatus, grounds, out-buildings, fences and other improvements, and may well be called the pride of Northwest Missouri Methodism. It is

thitherward that the affections and eyes and steps of the patronizing Church will be directed as her children are being here educated for her.

Space fails us to further describe here this church property, except to say that the campus is surrounded on all sides by streets eighty feet broad. The campus has been adorned with trees of all kinds. The College is lighted and will be heated in the latest and most improved style. It will be furnished with appliances and all kinds of apparatus needed for full college work. It already has a fairly extensive furniture in the line of apparatus, and this will be constantly increased.

We do not state a word in our catalogue in regard to any of these matters which we can not fully substantiate, and we leave much unsaid that might very truthfully be asserted, but we desire that our ministers and friends all over Northwest Missouri visit us and see for themselves, and then that they go to their charges and send us the children to educate.

SPECIAL OFFERS.

1. *To Children of Ministers.* We will give *free tuition* in college classes to children of all ministers of any denomination, if their children take Art or Music at the prices for those branches; *half tuition* will be charged where neither Art nor Music is taken.

2. *To Ministerial Students.* To young men who are studying for the ministry we give absolutely *free tuition*, provided they are recommended to the President by the proper body, and on condition they constantly take an active interest in church work while in our midst, give proper attention to all organizations and institutions of the Church and College and are instant in making the College favorably known.

3. *To Canvassing Students.* To *any* person who will bring the College five *new* students, we offer absolutely free tuition in either Music or Art, Business Course, Normal Course or regular college classes, so long as said five pupils remain. This is a splendid chance for worthy persons. Correspond with us about it.

THE BIBLE.

This is truly *the classic of classics*, the voice of God's will toward man. While cultivating the intellect, we would not neglect the morals of our pupils, but would direct the spirit to a higher life and destiny. Hence the Bible in our school is always an open textbook. "To know the Bible is to know God. To know God is eternal life. To teach the Word of God is to redeem the world. This is the consummation of time and eternity. To know this book is the world's greatest need. He who would supply this need, and help the people to know God, is a benefactor of his race That association or body of Christians which seeks the extension of Bible knowledge has a divine right to be. Every such movement is born of God, and, however much it may change, can never die. The words of this book are divine words, and they have a divine mission. The promise of the Father is that His word shall not return unto Him void."

We always open the day's duties in the chapel by reading in concert a portion of Scripture, which is followed by songs and prayer. Not only should the physical and mental be cultivated, but above all should the moral nature of the pupil be developed by his instructors. The teachers and city pastors will take their regular days in the conduct of these chapel exercises. We profess to make Christianity the foundation of every science and all teaching. We teach that the foundation and culmination of all knowledge is to know and reverence the Originator of everything and all science. Each pupil must have at desk each morning a copy of God's word and a song-book, and engage in responsive reading and in singing. Besides the Evidences of Christianity and Moral Philosophy classes, we shall organize classes in *Semelroth's Complete Normal Manual.* Pupils will also be expected to attend Sunday-school in the churches of the town, and pursue a study of the International Lessons, as well as attend church service

at least once each Sabbath. Exceptional advantages are afforded the students in good and large Sunday-schools, in Epworth Leagues, young people's associations and prayer-meetings.

THE CURRICULUM

of this College purports to begin at the fundamental principles of an education and to extend through practical business, literary, classical and art courses, esteeming the lowest of equal importance with the highest.

PREPARATORY DEPARTMENT.

If special care is taken anywhere, it is in the fundamentals, knowing, as we do, that a defective foundation must make an insecure structure, no matter what care is bestowed on the superstructure.

We deprecate the theory that primary and preparatory teaching may be done ANYWHERE and by ANYBODY; and lay STRESS on UNIFORMITY in instruction from first to last. We largely prefer INTRODUCING to the fundamentals of learning those whom we are expected to guide through its more advanced stages. Our subsequent work is then much more satisfactory.

Faithful, simple and full instruction, therefore, will be given in the elementary branches of writing, geography, arithmetic, spelling and reading. Parents may rest assured that the watchful care of experienced teachers will be given even the smallest children.

We think that the proper instruction of the very youthful minds is not only the most difficult but also the most important work in which a teacher can engage. Here, then, is where every school president should exercise special care in the employment of his teachers. He is but conserving his own and the child's best interests by so doing. Patience and adaptability are not only VIRTUES, but with us NECESSITIES, in a teacher before we can afford to employ one for our work, especially in the primary or preparatory departments.

The charges in this department are purposely placed so light that no parent can excuse himself that he, from a lack of funds, can not take advantage of the College and its influences.

It is designed that each College Professor shall teach such subjects as naturally lie below his higher classes. Thus are secured two important results. 1. The young students receive instruction from specialists in each respective department—men who are able to impart to them the best methods, the latest and most thorough knowledge of the basic principles on which they enter advanced classes. 2. The Professors become acquainted with the character and habits of those whom they are to direct in their future course and are better qualified to aid and sympathize with them in the whole college career. At the same time students who do not contemplate a full collegiate course can find no better education.

COLLEGIATE DEPARTMENT.

Mental and Moral Science, Economics and Logic.

(For Authors used in respective Departments see Text-books.)

PRESIDENT PRITCHETT.

In this department will be studied Logic, Mental and Moral Philosophy, Political Economy, Evidences of Christianity and the Bible. The course begins with Logic and Mental Philosophy, so that the students may be able to apply the rules of correct reasoning in all subsequent investigation, and ends with the Evidences of Christianity and the Bible, so that they may go forth in life full panoplied, knowing well in whom they believe and on whom they base their faith in fact. The plan of instruction adopted in the department is a discreet combination of recitation with lecture. Tasks from the best writings of specialists will be assigned as lessons, and on these will be founded the recitation and lecture which contemplate the double purpose of inspiring original thought, and of leading the pupil into wider literature of the subject in hand. Free discussion of relevant questions is allowed and expected. Theses on pertinent topics involving and requiring careful and original thought and investigation are required. Thus, not only thorough and wide information, but the fruit of extended inquisition and independent thinking is achieved, and the studies become a source of much pleasure and profit to the students.

ENGLISH.

This department will begin with a close and consecutive study of English Grammar, followed by a careful pursuit of the usual subsequent course of Rhetoric, English and American Literature and History, attended by English Composition, and essay work with carefully arranged parallel reading. Class instruction is largely supplemented by thorough philological research. Our students are not only made familiar with the principles of the Grammar and Rhetoric of their mother tongue, but are taught to read with understanding, and to express clearly and correctly their own thoughts. By this means their tastes are cultivated, and the habit of reading *critically* is formed, which, it is hoped, will in after years be productive of much good and pleasure. The best productions of American and English authors are studied. Our aim is to stimulate the mind by a thirst for knowledge, to quicken literary taste, and to cultivate appreciative, thoughtful reading. History is not with us a dull, dry memory study, but a method of mental discipline. It is studied by analysis and synthesis from a philosophic standpoint, giving the student a conviction of its unity under the providence of God.

CLASSICS.

PROFESSOR PRITCHETT.

The work in this department will include instruction in Anglo-Saxon, Latin, Greek, German and French. Our ambition is to rank with the best in the work done here. Our primary aim is to give the student a better understanding, and a fuller appreciation of his native language. Especially is this the purpose in the study of Anglo-Saxon, the one, the root stock, the other, the most fruitful source of our present-day English. As a means of securing genuine culture, no study is better than that of foreign thought in the

original expression. All true disciples of culture admit their value, though the modern utilitarion depreciates them, and would turn our minds from these fountains of beauty and originality to more material and "useful" things. To make them so practical and important that students shall consider education incomplete without them, shall be our intention in their prosecution.

In the short period of time usually allotted by American students in which to study the languages, it is hardly possible to get more than tolerably well grounded in the *language itself*, and we deem it unwise and unworthy the aim of any instructor to allow his classes to dip into the many other departing studies, however alluring they may be into which philology blends itself. In the four and five years' study of Latin and Greek, consequently, we attempt nothing more than a thorough mastery and knowledge of the *principles* of the language coupled with such parallel work as may seem conducive to a more intelligent comprehension of the texts read. The *kind* rather than the *amount* is our motto. Thoroughness is an absolute necessity as a passport to promotion. Instruction is given according to the latest approved methods. We insist on a close study of the Grammar, and constant practice in reading and writing Latin and Greek. *Forms*, without an accurate knowledge of which no accurate scholarship is possible, are kept in view throughout the course. Close literal translations are first required to secure accuracy. These are followed by rendering the original into elegant idiomatic English to acquire clear, forcible diction. Syntax and Philology are studied by actual observation and comparison of the usage of the best writers. The authors read, are not the same each year, our design being to adopt the course to individual needs of each class. We use the English pronunciation of both the Latin and Greek, believing it best subserves the rational study of the language. The history of nation with whose literature we are engaged, and the history of that literature receive due consideration. A post-graduate

course in either language will be formed whenever there may be a sufficient demand for it. Here such authors as are specially instructive either by reason of language study or subject matter are critically read. In Latin instruction in the Roman method of pronunciation is here furnished, giving the sounds, in the main, as we *believe*. Cicero and Virgil gave them, both as a matter of historical information and culture, and as an important aid in determining the derivation of words and the laws of phonetic change. In Greek post-graduate work are given the Modern Greek and Erasmian methods of pronunciation.

GERMAN AND FRENCH.

The course in this department, extending over a minimum of two years, is intended to furnish students the necessary preparation for intelligent and ready use of the written language, and a good foundation for the acquisition of the spoken language, which latter can be gotten *thoroughly* in no other way than by association with those who use it naturally. We strive to teach each language as it is, to point out, as far as possible, what is usual, what idiomatic and what growing out of the nature and environments of the people speaking these beautiful languages. All possible time is devoted toward the accurate study of the *Grammar*, the reading of classical texts and the writing and speaking of the language itself. Reading, outside the Grammar, is begun as early in the study as the class is prepared for it. The History of the people and their literature is usually not taken up till the second year. If the apt student is *diligent* in the pursuit of these studies two years, he or she will then be in a condition to feel what *is German* or *French* and what is *English translated* into German or French *words*. The persistent reading and writing of German or French is insisted on as the only means of getting to know the living language accurately. Post-graduate work will be arranged in Modern Languages when there is a demand for the same.

ANGLO-SAXON.

A quickened and increasing interest in the actions of the past, from whatever cause it may arise, seems each year more and more to demand that place be given in our course to instruction in the earliest forms of English—the language of the honest, sturdy, robust, practical common sense yet poetical people to whom we owe the foundation of our own language. A year will be spent in obtaining an elementary knowledge of the language. In addition to being an aid to a proper understanding of our own language it is studied in connection with the specimens of early English writers with which the course of literature concludes. An additional year will be given to the study when demands justify it.

NATURAL AND PHYSICAL SCIENCE.

PROFESSOR SANDERS.

This department will include Physiology, Physical Geography, Botany, Zoology, Mineralogy, Geology, Physics, Chemistry and Astronomy. In the study of Physiology our aim is to impart a knowledge of the properties and actions of the various organs of the body in their normal and healthy conditions, together with their functions. As much of Anatomy is taught as is essential to a clear understanding of the use and mode of working of each part of the body, such comparisons being deduced as shall frustrate in the incipiency any ideas in the mind of the student of a Godless evolution. The laws of Hygiene will be outlined as fully as is needful to imbue the mind of the student with a proper conception of the value and sacredness of the body as the home, the working place and the instrument of the spirit. The time occupied is five and a half months. The course in Chemistry consist of four or five lectures or recitations a week, together with collateral reading, during the Spring term. The

study embraces a thorough consideration of Chemical nomenclature; the writing of Chemical formulæ; the laws regulating the combination of substances, both by weight and volume; history and description of elementary substances, both metallic and non-metallic, and their scientific relations with their compounds; the Atomic Theory, as it is at present viewed; estimation of quantity, by gavimetric and volumetric methods; the writing of Chemical reactions, &c. Many problems relating to the science are given throughout the course illustrating the laws governing it. Botany is studied during the Spring term of the Junior year and recites twice a week. The course comprises the elements and principles of descriptive and systematic work. Classification, extended written description and a large amount of analysis work is done. Zoology alternates with Botany during the Spring term and embraces a systematic study of the representative classes of animals from the Pratozoa up to Man. The course is designed to be practical, the dissecting work being a prominent feature of the study. In Geology, the Dynamical, Structural and Historical departments are investigated in the order of their consideration in the most approved texts. In Physics, instruction is given by recitations from standard text attended by suitable experiments. Thorough investigation is made of the laws of motion, force and energy, as applied to liquids and gases. Molecular Physics, Heat, Light and Electricity, Static and Dynamic, and in its Chemical, Magnetic and Thermo-electric relations. The work in Astronomy is varied some from year to year. It is mainly Descriptive, while the Mathematical is developed to a large degree by original problems. The text is Young's Elements, which is supplemented by lectures, recent discoveries and research.

MATHEMATICS.

PROFESSOR BURCHAM.

The value of mathematical study in any system of education is so thoroughly grounded and so universally recognized that an extended discussion of its claims is useless. Our patrons will find as much in this department as is ever used for completing any College course. The same is true concerning our thoroughness in this as well as in every other department. The three divisions, Arithmetic, Geometry and Analysis, in their pure and mixed relations will be theoretically, practically and persistently taught. In all classes especial emphasis is laid upon the solution of problems and exercises both as a means of impressing principles on the mind and as tending to promote the development of accurate, systematic and independent thought. Accuracy in knowledge is first sought and after this as wide an acquaintance with different branches of the subject as the limit of time will admit. Knowledge of the practical application of the principles of text-books is tested by original exercises both in the class-room and at examination. The studies to be completed in the regular work are Arithmetic, Algebra, Geometry, Trigonometry, Surveying, Analytical Geometry, Mechanics and Calculus.

BUSINESS COURSE.

PROFESSOR GORDON.

There is an eager desire on the part of many young people to rush into cities to enter some kind of business, and (though we never encourage this tendency) since a business education is necessary to success in business anywhere, we have established a very thorough course in this department. It consists of a more extensive course than is offered in any college in the State, and must be completed to gain a diploma in the Business

Department. Any one can take *any part of the full course desired*, and a certificate of proficiency will be issued stating amount of ground covered. Every regular student is afforded (without extra charge) penmanship advantages. We form special penmanship classes on demand. There are taught, beside plain penmanship, all kinds of Ornamental Writing, Drawing, Engrossing, Flourishing, Card Writing, etc.

Type-writing is in this course, with no extra charge except the rent of instruments. Our writers become rapid in a short time. No extra charges are made to those who take Stenography, provided they confine themselves to the *regular* business course in other studies.

We believe by thus charging no extras our pupils will be far better satisfied, and will get their education far cheaper, than is charged at second-rate business normals, which exaggerate this department so inexcusably. The full degree course includes, beside a *proficient English Education*, *Book-keeping*, *Commercial Law*, *Advanced Arithmetic*, *Penmanship*, *Pen Drawing*, *Practical Business Exchange*, *Commercial Arithmetic and Rapid Calculations*, *Civil Government*, *School Law*, *Missouri Laws*, *Business Forms and Correspondence*, *Type-writing*, *Stenography*, *and Telegraphy*.

No institution in the State requires so much for a full diploma. We give certificates exactly describing the business work completed. Thus our Commercial Department contain all the good qualities, and omits all those not commendable.

NORMAL COURSE.

President and Faculty.

We design that this newly instituted department of our College course shall not belie its name. We deprecate and decry the popular opinion which is catered to by some minor institutions to the injury of our entire educational system, to the youth of our land,

who are being hourly gulled by their baseless claims, and, happily, eventually to themselves. The pernicious practice of making "teachers" out of school children within ten weeks of the hottest summer weather is not only a violent attack upon nature but is in reality an impossibility and in theory even a lie. We can never make *teachers* without first making *scholars.* There is no short road or easy method to the summit of education. Whenever we claim that we have found such we impose a falsehood on the credulity of the people, revolt against reason and stultify ourselves and those whom we touch with our falsity. Many things in these days of Mammon are done because there is money in them. Education has not escaped this universal upheaval of the groveling and gross in man's nature and to-day sections of our country are flooded with worse than worthless paper, called diplomas and certificates, which are only popular passports for the delusion of school boards and honest people. Across the face of such should be written in largest letters and deepest carmine the legend, "*A rank imposture showing in truth the bearer's ignorance.*" We wish and wait for an early reaction along this line by which the true teacher will be emancipated by a true education from the many shackles which impede his progress. Too much of what is known as our "Normal System" is an abnormality resulting from a derangement of our educational body superinduced by the flighty distemper of haste or hurry. With our views on this subject only the meritorious may expect our commendations. As it is desirable that all teachers should have a liberal education so we have deemed it proper that a College of Liberal Art should offer a professional course for teachers and especially are we impressed with this when we see so many of our students, even thus soon after the foundation of our College, take leading positions in both public and private schools. We strongly advise that all students enter college with the purpose of completing one of our degree courses, but with some this is impossible. We have arranged this de-

partment for the benefit of those who cannot take advanced work or for the better qualification of those who afterwards find themselves able to take it. It may be taken as a part of regular degree work, or as a special by teachers who can spend only a few terms at College. The work done here comprises the entire field covered by such studies as are required for obtaining any certificate from a State life certificate to a third grade county certificate. Its object is not simply to amass a large number of text-book facts but to assist the formation of correct opinions concerning theories and methods of teaching and school management. The text-books and discussions are intended rather to stimulate thought than to formulate doctrines. The course in Mental Philosophy should also be pursued as its study will give that knowledge of method and mental phenomena so necessary to a teacher's success. Once a week, if possible, the class will meet for the discussion of some stated subject in the presence of the entire Faculty. A diploma conferring the degree of P. B. will be granted those who complete the prescribed studies in this Course. This work will usually require application of two years' full study but if the student is well advanced one year only may be requisite. Actual attendance on college duties of at least *one* year is required for this as for all other Diplomas and Certificates of Graduation.

Carefully consult our three departments, the *Classical*, *Literary*, *Business* and *Normal*, *Music and Art*, and you will agree that we give "more for less" than almost anywhere else.

MUSIC COURSE.

Professor Smith.

PRIMARY—FIRST YEAR.

Technical Exercises.
Loeschorn op. 65.
Kohler op. 50.
Pieces from various composers—Halle.
Finger Movement, Touch, Sight Reading.

FRESHMAN—SECOND YEAR.

Progressive Scales.
Loeschorn op. 65.
Technical Drill.
Scales and Arpeggios.
Recreations from Heller, Spindler, Beethoven, Sidus, Merkel.

INTERMEDIATE—THIRD YEAR.

Loeschorn op. 66.—Phrasing.
Czerny's Studies (Selection Compiled by Wood.)
Studies for Expression, Schmitz, Concone.
Kullak's Preparatory Octave Studies.
Selections from Henselt, Mendelssohn, Scharwenka, etc.

JUNIOR—FOURTH YEAR.

Cramers's Studies, Von Bulow Edition.
Kullak's Octave Studies.
Bœck's Inventions.
Sonatas by Haydn, Mozart.
Nocturnes of Chopin and Tschaikowsky.

SENIOR—FIFTH YEAR.

Etudes by Chopin and Moscheles, Karganoff.
Sonatas by Mozart and Beethoven.
Selections from Weber, Rubenstein and Liszt, Raff.

Those expecting to graduate in music must pursue a thorough course in Harmony, Thorough Bass, Orchestration, Ensemble Playing and Practical Composition. We especially aim to make our pupils so thorough in time and in note reading that they shall find no difficulty in learning new compositions without assistance.

Theory and practice go hand in hand. The above is simply an outline of what is *capable* of being done by a *hard-working* pupil who is musically disposed. It is rare that the work is done in the above time. And hence it usually requires at least six years to obtain a Music Diploma for *proficiency*, and seven years for *marked proficiency*. Our pupils are expected to be familiar with other authors than those above named, such

as *Eilenberg*, *Wolff*, *Mills*, *Moszkowski*, *Schulhoff*, *Grosjean*, *Weiniawsky* and others. We doubt if superior advantages in music are offered at any literary institution in the State.

No deduction will be made for lessons missed except in case of severe illness or previous notification to the teacher and President with satisfactory excuse. It has been found necessary to rigidly enforce this rule. The number of excuses which some pupils can conjure up, is appalling, and *the habit grows.* Experience has proven that only pupils who dislike practice and take lessons by compulsion make a practice of missing lessons. The experience of thousands has proven that semi-weekly lessons will give much better results than weekly. Students are sincerely advised that in the end they will not only save much time but money too. All lessons will be forty-five minutes in length. Pupils may begin term at any time.

To Parents and Pupils.

The best editions obtainable, of all necessary sheet music, studies and books can be supplied at the usual rates. Pupils will, however, have the privilege of buying their supplies wherever they choose. On beginning a term, a distinct understanding should be had on this point. Pupils will be required to reduce their practice to a perfect system; to rigidly adhere to a daily routine of work—to have certain hours, which must not be interferred with. It does not take a very great amount of practice, but it must be done—and regularly. This is the first law of technical development. Each pupil will be supplied with a weekly practice schedule, upon which she will be expected to pencil a record of daily work. At the week's end, the pupil, parent or teacher can see the entire six days' work and whether it has been correctly divided between the various exercises, pieces, etc., *or whether the technical work has been neglected*, as is usually the case where no systematic practice is re-

quired. Throughout the second and third grades the Metronome will be used at lessons in connection with all running practice work. This is done to secure rythmical precision and a gradual increase in tempo, as the fingers gain in facility.

There will be opportunity for vocal drill for the WHOLE SCHOOL every morning at the opening chapel exercises of the College. We believe that more attention should be given to singing, and would suggest to our patrons and friends that they encourage their children in this direction. We open chapel services each morning with religious songs, led by organ and organist and school choir. We shall use "Triumphant Songs" in chapel services, and each pupil will be required to have a copy. We shall confer a certificate of graduation in the *Academic Music Course* upon all who complete our music course as prescribed in our schedule, provided they have made average attainment in other branches.

Pupils in Music or Art are not of necessity pupils of the College. Indeed, numbers outside the College are taking a Music and Art course, and some in Languages and Elocution. This arrangement will continue. Such students will likewise be admitted to the Bible Normal Class.

ART SCHOOL.

This department will be under the supervision of an artist of repute, and one whose work in past years is a safe guarantee of full development in the department. This is an important branch of the education of to-day. It is not intended merely for those who expect to be artists, or for those who have special talent. It is for the development and aid of all the faculties of any pupil, whether possessing any talent or not. Instruction in oil and water color, crayon work, china decoration, pencil work and drawing, crayoning from objects and object groups, outdoor sketching from nature, and from leaves, fruits and flowers in the art-room, will be taught. Painting from studies and fruits,

flowers and still life is a part of the course. Independence as a creator, rather than the slavishness of a copyist, is urged. Art pupils will be instructed carefully in class and practice work during ten hours of each week. Certificates of proficiency will be granted pupils of two years' work, where the work has been satisfactory. Pupils will work in art-room at any time they have leisure, but Art teachers will not be expected to supervise work except during assigned hours. Lessons in perspective, technical instructions in art, composition and criticism are parts of the advanced course.

Art receptions and displays will be given during the school year.

Our Art and Elocution Schools will be important parts of the college training.

APPARATUS AND CABINETS.

The Sciences are supplemented by complements of Philosophical, Astronomical and Chemical Apparatus. These are of the latest approved models, and are used in connection with lectures upon the various topics. There is a full set of the best Physiological Charts, illustrating the different systems of the human body; Mathematical Apparatus, and a small collection of Geological, Zoological, Mineral and Fossil Specimens, together with a set of Henslow's Botanical Charts, Microscopes, Air and Water Pumps, Barometers, Geissler Tubes, Test Tubes, Induction Coils, Magnets, Spirit Lamps, etc., are being selected, with a view to the performance of experiments and the illustration of all natural laws and phenomena. The apparatus is largely personal property, but will become College property whenever the Church is actually at work to add to the above list.

Our motto in these most delightful branches of knowledge is: "Read nature in the language of experiment." To use the words of a famous scientist, "We urge our pupils to look and learn." We conduct the study of the positive sciences, begun in the Pre-

paratory department, in such a manner as to bring the student into a more careful and accurate acquaintance with nature and the laws of nature. A spirit of inquiry and investigation is encouraged by every legitimate means. Text-books are used to aid in classifying and mapping out information on the subject in hand, so as to secure a comprehensive view of the whole and the axioms of the science; then the natural object, so far as possible, becomes the subject of discussion, observation and thought. Indeed, without egotism and yet with pride, we think we can safely assert that we have facilities unequaled in this part of the country for instruction in ALL the experimental sciences, and are able to appeal to ear and eye and other organs of sense as no other of the many good institutions in this part of our State can. We shall, year by year, add to our facilities in this line. We propose to raise the *standard of teaching* in this as well as in all other departments. During the year Cyclopedia, Charts, some Specimens, numbers of books, etc., were added. We keep in the College a library of the newest and best text-books, collected for reference on subjects taught. There will be hundreds of these books; also Cyclopedia and books on subjects of special scientific discussion. *Let those who have books and specimens they can spare kindly donate them to the College.* They will be acknowledged, and the name of the donor recorded and published in annual catalogue. We mention Rev. M. F. Brower, Rev. M. B. Chapman, Rev. J. L. Sells and Miss Nellie Garten as those to whom the College is especially indebted for contributions the past year.

EXERCISES.

Every pupil in school is supposed to be here for the sole purpose of getting all the good possible from his or her connection with the College, and to this end we require each pupil to pursue at least four full studies and not more than five, unless expressly excused by the President, after consultation with other members of the Faculty. The reasons for this we need not

urge. But, in addition to these regular studies, we require that every student in school shall spell and write. For this purpose the school is divided into at least four sections, and each section occupies fifteen minutes just after the noon recess in spelling a fixed number of words given out from the dictionary, employing the old style "turning down" method. These are exercises which we consider of vital importance in the make-up of a good scholar. Hence we make them binding upon large as well as small. There is an urgent demand for better readers, writers and spellers. We desire to help furnish a better supply.

Concerts, Drills, Elocution and Oratory Contests, Musical Soirees and Art Levees, Society Anniversaries, etc., will present pupils to the public. The gratis drilling for such occasions is really worth as much as the entire term lessons paid for.

ELOCUTION DRILLS.

The value and charm of a beautiful, well-trained voice is inestimable. The voice is, indeed, the instrument nearest the soul, and most at its service. There is no passion of the soul that does not find expression through its melting tones. This God-given instrument, whose place no other instrument can supply and none equal, is, above all others, most worthy of high cultivation. In most schools an extra fee is demanded for the drills in Elocution. All students, male or female, are put through a thorough drill which will enable them to make their knowledge a part of the very warp and woof of their being. We, indeed, desire to enable them to enter in o the full possession of what they but partially know, stimulating to open mind and heart to the conception and love of universal nature, and read God's thoughts written in his symbolic language in the animal, vegetable, and mineral world. Much weakness of expression arises, not from a lack of the power of expression, but rather from a vague conception and imperfect assimilation of knowledge ; for whenever one is fully and properly possessed of his subject, the man-

ner of expression gives no trouble. The most perfect mind and the best thoughts are usually found in a healthy body. The voice will be trained as well as the body, as a means of expression. In this, such breathing, vocal and bodily exercises will be given as, incidentally, will have a tendency to secure the perfect general health of our pupils. This phase of drill is too sadly neglected in these days, when the student is encouraged and urged to rush through the mental course at the fearful expense of the body. Thus, we compel the mental with the physical drill and training. Not only do we develop the natural powers of the student, but we superintend his practice in obtaining skill in the employment of these powers, in reading, recitations, impersonation, written expression and extempore speaking. To "recite pieces" is not our main aim, but to interpret well, and then render the pupil a good reader.

We have found by experience that in all these drills we cultivate intellectual freedom, thought, conception, imagination, discipline, thought concentration, the emotional part of mind, and the æsthetic taste, as well as his volitional being. He who would control others must control himself, and hence the need of the constant and active training to keep the entire being in proper subjection to the will. The powers of mind, heart and body must be trained to obey, and the will must be trained to command. We can not well give to others what we do not possess ourselves. The object of schools should be to make men and women useful. The most useful man or woman is the one who gives to others the most truth. These are our reasons for placing so much stress upoh elocution drills. A regular course of lectures has been delivered during the past year on these lines, and the students are presented extensive notes from these lectures. The contests in rehearsal, declamation, oratory, essay, and our quarterly rhetoricals and musicales, will afford opportunities for the display of progress along these lines.

Elocution drills will be given Monday afternoons

in order to accustom the pupils to express themselves in good language and in a commendable manner. These drills consist of voice culture, articulation, vocalization, recitations, declamations, rehearsals and composition exercises based on science. These are required of all students in the order of classes. Each teacher is required to take charge of a section of pupils for the express purpose of instructing them in Elocution and Composition. The sections will meet in joint session at stated times, and a Public Rhetorical will be held about every two months. Pupils are trained from the first to conduct themselves easily before even crowded audiences.

The Senate Literary Society and the Clionian Society are already organized, and we suggest that every young man join the first named, and every young woman the other. They afford very exceptional advantages, and have an elegantly furnished room—brussels carpets and nice furniture.

ENTERTAINMENTS.

At considerable expense the very best entertainments were secured during the past scholastic year from the most celebrated performers.

These, in addition to Commencement week exercises, afford unsurpassed opportunities to students not only to hear but to be heard along lines of vast interest and improvement. This is a feature of our College which will be cultivated, and we think it is one point in which we excel and are specially successful. These entertainments, to which students usually may gain access, at no financial expenditure, are to be continued next year.

METHODS OF INSTRUCTION.

The students will always be encouraged to a thorough investigation of every subject for themselves. They are urged to compare their text-books with all other sources of information or with other texts. We aim to impress on our pupils to think for themselves.

at all times, no matter what may be their respect for the opinions of teachers or texts, and we insist that pupils do much parallel reading on all subjects studied.

The teachers here will not confine themselves to set text-books. Indeed, a large part of the instruction in all classes is to be given by lectures. The kind of teaching is varied to adapt the instruction to the character of the pupils taught. Each subject is carefully investigated, and when completed the student is always required to pass a searching and rigid examination upon the work in it. Each teacher must keep a faithful daily record of the pupil's proficiency in recitation, and this record gives the sessional standing of the student. NO student above the Preparatory is allowed to be promoted to a higher class until a grade of AT LEAST SEVENTY-FIVE per cent. has been reached. That grade is made up of the sessional grade and the final written examinations on the sessional work. It is thus only that we can manage to sustain our thoroughness in what we profess to teach. Parents and patrons are always welcome to our school-rooms. Indeed, we shall take it as a favor and as showing an interest in the welfare of those thus placed in our care if those interested will visit us often during the session. It is a good sing on the part of the parent, and affords untold encouragement to the pupil and satisfaction and pleasure to the teachers. Of all things, we try to impress on the minds of our pupils that THOROUGHNESS IS ALL-IMPORTANT. Constant work and worth must win with us. All applicants for honors and diplomas must present a general average of eighty per cent. or over. Teachers are glad to afford personal aid at any time, and pupils are encouraged to seek such aid. This is one of the points where our institution has such an advantage over larger institutions. It counts for much, too. All of our present faculty are church members and active in church work, and will exercise a healthful moral influence on the young men and women of the College. They are here to work, and make the

future of the College their future; yet they will, of course, be under the general superintendence of the President.

COURSE OF STUDY.

PRIMARY DEPARTMENT.

FALL TERM.	SPRING TERM.
1. Reading (1st, 2nd and 3d Readers).	1. Geography (Primary).
2. Spelling (Oral).	2. Writing (Blackboard & Pencil).
3. Arithmetic (Oral—Primary).	3. Primary Drawing.
4. Calisthenics.	4. Calisthenics.

Two years should be spent in this department.

PREPARATORY DEPARTMENT.

1. Reading (4th, 5th & 6th Readers).	1. Geography (Preparatory); Map Drawing.
2. Spelling (Spelling-book).	2. Writing (Copy-books, 1 to 6),
3. Arithmetic (Mental and Written).	3. History (U. S. Preparatory).
4. Composition.	4. Grammar.
5. Calisthenics.	5. Calisthenics.

Two years are often required to complete this department. This depends upon the industry and advancement of the pupil.

THE COLLEGIATE COURSE,

outside of the Primary and Preparatory Departments is divided into work for five years. ELOCUTION AND COMPOSITION, SPELLING AND WRITING DRILLS WILL BE GIVEN THROUGHOUT THE WHOLE COURSE. Classes (except those that alternate) recite five times per week. Forty-five minute recitations prevail. Below will be found the five years'

SCHEDULE.

FIRST YEAR, OR SUB-FRESHMAN.

FALL TERM.	SPRING TERM.
Diacritics.	Spelling (Written Dict'y Exercises).
Spelling (Dict'y & Dinsmore's Spellers).	Arithmetic (completed).
Reading (in History, Literature, etc.).	U. S. History (advanced).
Geography (advanced).	World's History (condensed).
Arithmetic (advanced).	English Grammar (Lectures, Analysis and Syntax).
English Grammar (advanced).	History of Scotland.
Physiology and Anatomy.	Beginners' Latin and Cæsar.
Beginners' Latin.	

SECOND YEAR, OR FRESHMAN.

FALL TERM.	SPRING TERM.
Algebra (begun).	Algebra (completed).
Physical Geography.	Chemistry.
Physics.	English and American Literature.
English History.	Bookkeeping.
Latin (Grammar and Cæsar or Nepos).	Latin (Virgil and Composition).

THIRD YEAR, OR SOPHOMORE.

FALL TERM.	SPRING TERM.
General History.	General History.
Geometry (Plane).	Geometry (Solid).
Geology.	Mineralogy.
Civil Government.	Rhetoric.
Latin (Cicero and Prose).	Latin (Ovid, Plautus and Prose).
Pedagogy.	Commercial Law.

FOURTH YEAR, OR JUNIOR.

FALL TERM.	SPRING TERM.
German.	German.
Trigonometry (Pl. and Spher.).	Analytics.
Mythology.	Botany and Zoology.
French.	French.
Latin (Livy, Literature and History).	Latin (Horace, Tacitus and Lectures).
Shakespeare.	Surveying.

FIFTH YEAR, OR SENIOR.

FALL TERM.	SPRING TERM.
Mechanics.	German Classics.
German Classics.	French Classics.
French Classics.	Moral Philosophy.
Mental Philosophy.	Old Bible Studies.
Evidences of Christianity.	Political Economy and Logic.
Anglo-Saxon.	Anglo-Saxon.
Astronomy.	Calculus (Diff. & Integ.).

In the foregoing schedule it will be noticed that Greek has been omitted from the regular course of five years. Though not required for the degrees it will be taught as a five years' course whenever there is a demand for it. A fee of five dollars per term for instruction in it will be charged. We urge parents and guardians to insist upon the pupils taking a more regular and extensive course than most of them usually take. Let them consult with you in planning their work for them. This is the only way to get satisfactory results.

EXPENSES.

The next Fall Term will begin September 2nd, 1895, and close December 21st, 1895, making it a four months' term.

The Spring Term will open January 6th, and close June 4th, 1896, forming a term of five and one-half months.

	FALL TERM. (4 months.)	SPRING TERM. (5½ months.)
Preparatory	$15 00	$20 00
First, second and third year, collegiate	20 00	25 00
Fourth and fifth year, collegiate	25 00	30 00
Drawing, crayon or painting, etc.	25 00	30 00
Music (vocal, or on piano, organ, violin or cornet, etc.)	20 00	25 00
Commercial Course	20 00	25 00
Type-writer rent (one hour per day)	6 00	8 00
Diploma		5 00

We have placed our charges at the MINIMUM. Just a word here in regard to payments. A school, to be a success financially, must be conducted upon business principles. Our institution has no endowment fund, and hence it becomes a necessity with us to require strictly CASH or BANKABLE NOTES each term. Where patrons fail to pay bills in advance, eight per cent. will be charged at date of settlement from time the bill became due. Tardy debtors will please note this: they MUST be prompt. Our current expenses and teachers' salaries must come from tuition fees, and hence the necessity of this business rule, FROM WHICH, WE TRUST, NONE OF OUR FRIENDS WILL IN FUTURE ASK US TO DEVIATE. Moreover, we hope none of our patrons will expect us to depart from the following: *Pupils are expected to settle for no shorter time than one term.* No apology is needed for this. It is simply another business necessity. Men who may think this exacting in school business would think it but the true basis in other business matters. We fail to see why an institution of learning should not be conducted on business principles. A student's expenses here, for nine and one-half months, in the ordinary College grade need not be over $150.00.

In this list of expenses we make no extras for library fee, incidental fee, gymnasium fee, apparatus fee, laboratory fee, elocution fee, modern language fee, practice fee, harmony fee, fuel fee, piano fee, electric light fee, theory fee, culture fee, text-book fee, vocal fee, etc. Our charges are straight and plain, and lower than are found even in those schools where those extra charges are so many and heavy that the *extras* are more than the regular tuition. We think our plan the right one. Do not be misled by low tuition and exorbitant extras. A matriculation fee is only charged pupils who come under our SPECIAL OFFERS.

The preceding charge in music does not include instruments for practice. We have good practice instruments, however, in the College, on which students

may practice one hour per day for $5.00 for first term, and $6.00 for second term.

COLLEGE HOMES.

To our pupils from abroad we desire to say that the President of the school has erected, at considerable cost, a large and tasty residence near the campus of the College, which will furnish boarding facilities for a few pupils. In this the President and family live, and will surround with home influences all who are placed in their care. At least two or three of the teachers always reside at this home. The cost of board (including lights and fuel) is $3.50 per week. All pupils will furnish their own toilet articles, napkins, one pair of sheets, pillow-cases, and blankets. Students may find good board also in other homes near the College, at from $8.00 to $12.00 per month. Officers of the school will at any time be pleased to assist such as desire to procure board, either in or near Albany. We desire to put our institution on a broad plane in this department. Pupils thus boarding in private families may easily bring their entire year's expenses for the nine and one-half months within the bounds of $150.00 or $175.00, or about $75.00 and $100.00 for a Fall and Spring term, as the case may be. By taking advantage of our boarding system, noted below, these expenses may be materially lessened even bringing them within the limits of $125.00 for the nine and one-half months, or about $55.00 and $70.00 for the Fall and Spring term respectively. We know something of the privations generally incident to boarding pupils and the "traditional boarding-school," and it will be our main aim to make their stay with us cheerful and yet as beneficial in all regards, as possible. Girls and young ladies will be free from many of the vicious influences incident upon crowded boarding-schools and obsolete methods. We think we have learned many of the secrets of a successful management and healthful control of such matters, and would earnestly and

honestly counsel parents to consult us before sending their daughters ELSEWHERE to *boarding*-schools; and without disparagement to any, we hold ourselves ready to compare in all results with any favored institution in the State. Let pupils supply themselves with umbrella, overshoes, and winter wrapping. Dormitories have also been fitted up in the College building, which will be able to accommodate twenty or thirty young men. A magnificent dining-hall in the basement of the large building has been fully equipped for the boarding accommodation of those who may find rooms within the dormitories, or near the campus. These rooms are eighteen and twenty feet square, well lighted, ventilated and furnished. They rent at fifty cents a month, if four students occupy a room. Good, substantial board is given at $1.75 per week. This is not the ordinary and highly unsatisfactory "mess system," but a well regulated, homelike boarding-hall under the superintendence of a competent and experienced family and within the supervision of the College President and Board of Curators. This regime has been followed during the current year and has proven very satisfactory.

TEXT-BOOKS

are adopted by the President and Faculty, and will not be changed during any scholastic year. Only one TEXT-BOOK upon each subject is used, but students should bring all their text-books for use as REFERENCE BOOKS. Few changes will be made, and these only when decided advantages will result. Parents and pupils are too often put to needless expense by an inconsiderate change in text-books. We are working for the good of our patrons instead of for the text-book companies. We get a first-class text-book and then keep it, so long as it gives satisfaction. We have searched through the book catalogues of all the leading text-book publishers of the country, and have carefully examined each book before its adoption. We are confident we have as good, or the best obtainable.

Arithmetic—Ficklin; Olney; (Ray).
Algebra—Bowser; (Schuyler; Ray; Olney; Wentworth).
Astronomy—Young; (Newcomb; Steele; Loomis) Lectures.
American History—Montgomery; (Sheldon; Barnes; Hale; Johnston).
Book keeping—Rochester System.
Botany—Bessey; (Gray; Hough; Steele) Lectures.
Bible Study—(White; Haskins, Lectures, Ford) Semelroth's Normal.
Business Law—Weed; (Rochester Course).
Civil Government—Dole; (Mowry; Thorp; Northam; Townsend; Martin; Young; Macy).
Calculus—Byerly; (Taylor; Newcomb; Loomis; Price).
Chemistry—Shepard; (Roscoe; Avery; Coit; Remsen; Steele; Fresenius).
Evidences of Christianity—Alexander; (Hopkins).
English Literature—Shaw; (Hawthorne; Kellogg; Pancoast; Swinton: Richardson; Morgan; Meiklejohn).
English History—Montgomery; (Berard; Thalheimer).
English Grammar—Hyde; (Butler; Reed and Kellogg; Meiklejohn; Welsh).
Elocution—Hamill; (Fenno; Graham; Brooks) Lectures.
French Grammar—Edgren; (Otto; Harrison; Keetels).
French History—Anderson; (Fontaine; Fenelon; Saintsbury).
French Dictionary—Heath; (Spieres and Surrennes).
French Reader—Keetels (Warren; Super).
French Plays—Corneille; (Moliere; Racine; Pylodet).
Geography—Butler's complete; (Eclectic No. 2).
Geography—(Physical)—Maury; (Hinston; Cornell; Geikie; Butler) Lectures.
General History—Sheldon; (Myers; Fisher; Swinton).
German Grammar—Joynes-Meissner; (Otto; Whitney).
German Reader—Joynes; (Otto; Whitney).
German Dictionary—Heath; (Whitney; Adler).
German Literature—Conant; (Hosmer; Gostwick and Harrison).
German Plays—Tell; Faust; Maria Stuart and others.
Geometry—Bowser; (Chauvenet; Newcomb; Wentworth).
Geometry—(Analytical)—Newcomb; (Smith; Loomis).
Geology—Steele; Winchell; (Dana; Williams).
Gymnastics—Baron Nils Posse's Swedish System.
Greek Grammar—Goodwin; (Hadley; Curtius).
Greek Prose—White; (Sedgewick; Boise).
Greek Lexicon—Liddell and Scott; Autenreith; Smith.
Greek History and Literature—Mahaffey; (Smith).
Greek Classics—Xenophone; Homer; Herodotus; Demosthenes; Plato.

Latin—Collar and Daniells Book for Beginners.
Latin Grammar—Harkness; (Gildersleeve; Madvig).
Latin Lexicon—Kaltschmidts; (Smith; Harper).
Latin Classics—Cæsar; Nepos; Virgil; Cicero; Horace; Ovid; Plautus; Livy; Seneca.
Latin Literature and History—Allen; Bender; (Cruttwell; Leighton; Barnes).
Logic—Hill's Jevon; (McCosh; Coppe; Tigert).
Mechanics—Peck and Olmstead.
Mental Philosophy—Steele; (Mahan; Porter; Haven; McCosh; Brooks).
Missouri History and Government—Rader; (Northam).
Moral Philosophy—Haven; (Gregory;) Lectures (Janet.)
Mineralogy—Dana.
Mythology—Berens; (Gueber; Edwards; Dwight; Murray; White).
Music—Excell's Triumphant Songs (Sheet Music).
Jean Mann's Piano and Organ Method; Palmer's Piano Primer; Emery's El's Harmony; Kullak's Art of Touch; Mason's Technic.
Penmanship—Texts used by Public Schools and Muscular Movement.
Physiology—Martin; Lectures; (Brown; Hutchison; Hunt; Rassweiler; Mills; Brands; Steele; Smith; Huxley; Foster)
Physics—Gage; (Steele; Peck; Ganot; Olmstead; Deschanel).
Pedagogy—Compayre's Lectures; (White; Radestock).
Political Economy—Wayland-Chapin; Lectures; (Denslow; Walker).
Rhetoric—Welsh; (Hart; Hill, Gilmore; Williams; Clark; Genung).
Reading—Texts adopted by the State.
Spelling—Texts used by the State and Webster's Dictionary.
Shorthand—(Cross) Graham.
Surveying—Loomis; (Carhart).
Shakespeare—Expurgated Editions of Rolfe or Hudson.
Trigonometry—Chauvenet; (Olney; Loomis; Wentworth).
Typewriting—Barnes.
Zoology—Packard; (Colton: Steele; Orton).

The *regular text-book* is usually written first and those used for reference are in parenthesis. *Soule's Synonyms*, *Webster's Dictionary*, the *American* and *Chamber's Cyclopedia*, and *Stedman's Library of Literature* are also some of our standards for reference. The letter heads and College stationery will be supplied cheaply. We hope our students will use it in preference to plain paper.

PRIZES.

It is not always true that medals or the prize system work out altogether satisfactory results; but we shall encourage such rivalry unless we see some evil ac-

companiments creeping in to contests. Contests between those who attain a fixed grade in *elocution*, *music*, *oratory*, *essay*, *scholarship*, etc., will be held. The contests will be held in College Chapel the closing evenings of the school. A prize is given by the President for the highest grade scholarship in the grades above PREPARATORY. The contestants must have at least four studies. Must make for nine months an average grade of 80, or above, with a like record in deportment and attendance. It will be known as the Pritchett Scholarship Medal. The other medals (all gold) will be called *Rehearsal* and *Declamation Medals*. These two will be purchased by charging a small admittance fee to the contests. Prizes in Oratory, Essay and Music have also been established.

These prizes, thus endowed, are exciting an excellent rivalry, and will produce vast good. We thank the donors. The Essay Medal was given endowed by Hon. R. T. Davis, of St. Joseph. The Music Medal by B. F. Boydston, Esq., of Edgerton. Let other friends do likewise.

GOVERNMENT AND DISCIPLINE.

It is not our intention to establish a College where everything is to be done with military precision and in "straight-jacket" style, but that does not imply that we shall not have our laws and rigidly enforce them. To have a successful school, order must be sustained, and there must be recognized rules enforced to sustain such order. Genuine scholarship is not compatible with irregular habits or lax discipline. We make no mere arbitrary demands. We take it that young people are reasonable beings, and, whenever they permit, we shall treat them as such. We shall at any time gladly confer with parents or guardians in regard to the discipline or studies of pupils, but we trust that none will send us their children unless they are willing for *us* to arrange the studies of the pupils and control their conduct as seems best to *us* under the various circumstances. Parents should never excuse their

children from any school duty. All this should be left to the teachers and the President. Parents must trust the discretion and impartiality of our corps of teachers, and not expect exceptions made in favor of any pupil. Rich and poor, old and young, intelligent and dull, at school, must share alike. It is the duty of every teacher to carefully study the mind of each pupil, and then impart his instruction accordingly. We have tried to make this our life study, and think we have been tolerably successful in this regard. In a large majority of cases, a good teacher should, and DOES, know the mental need of a pupil better than even the parents. We beg the confidence and hearty co-operation of parents, and ask that they do not make education a secondary matter. It is only thus that we shall be able to make noble men and women of your children. Our teachers are expected to be heartily in accord with our discipline and its full enforcement. They are expected to assist in every way reasonable to gain the results we outline in our catalogue, and if not, to resign at once. We hold them personally responsible for order and neatness in their various rooms and in assisting in preserving order about the buildings and campus. We expect promptness aud regularity of them and their aid in the enforcement of *every school law.* Also that they devote themselves unreservedly to the interests of this College, giving their full, honest attention to the work of developing and making good the student every way, rather than, by laxity of law and seeking the love and favor of students, (as is often done) induce conditions anything but promotive of the interest of themselves, of the pupils or of the institution.

Our discipline is rigid, but just and reasonable, and pupils who are willing to conform to our requirements are WELCOME—no other class of students need apply for admission. Our curators and citizens will be glad to sustain us in any requirements made of our pupils, and hence there will be no clashing in our government. Order is one of our first principles, and

we exercise our judgment as to the most efficient means of preserving it. We insist upon prompt attendance upon all the exercises of the school; upon polite, orderly conduct of pupils to each other in and about the buildings; perfect respect and obedience to each teacher; studious attention to all lessons and duties of the school. All boisterous conduct about the buildings or in town or in private rooms is forbidden. All injury to the property or buildings must be promptly paid for by the injuring parties. The faithful observance of *study hours* is enjoined. No visiting during study hours permitted except upon express permission of the President. Swearing, drinking, gambling, rebellion or collusion against College order are so obnoxious and hurtful that participators therein will be summarily suspended or expelled without explanation. We are not satisfied simply to obtain order in the school-room, but regularity in all things and morality and decorum at all times.

All attendance at *pleasure* gatherings is prohibited except upon permission by the President; nor shall parents or guardians have any right to grant permission to infringe this rule. Such rules as are needed for the welfare of the school and pupil will be made and none other. At certain times college law will be suspended and the social side of pupils cultivated by admission into social life. We desire that the intercourse between Faculty and students shall be pleasant in all circles, and that character elevation be the great aim.

We permit no use of tobacco in the buildings; no loitering in or about the buildings or stores of town; no useless gallanting and needless visiting; no attendance upon forbidden places of amusement. All absence and tardiness must be accounted for. Parents may assist by writing excuses for all absences.

We shall use the methods of government most likely to secure the best interest of the pupils and the preservation of general order in the school. We simply

say it will be mild, firm, efficient, parental, practical and Christian.

Students are regarded as being truthful and honorable until their conduct proves that they are not. The discipline is firm, but never severe until demanded by circumstances. The indolent, the disobedient, and those inclined to take the control of things in their own hands, will find little here to please them. We beg that such may not be thrust upon us. We trust also that parents will not thrust upon us the honor of using the rod, but will shoulder that duty that rightly devolves upon them alone. Parents who can not control their own children, are reminded that the College is not a reformatory for the lawless. The Faculty can not undertake to supply the deficiencies of parental control and training. We can not nor shall we act as spies or play detective, though we shall do our best to win our pupils to love to study. Kindly helpful admonitions will be given when students appear to be merely thoughtless or indolent, but should viciousness, lawlessness, rebellion or conspiracy be discovered the punishment will be prompt and severe, extending from demerits and public reprimand to suspension and expulsion. However, deeming the reformation of the offender and the protection of the innocent more important than the vindication of law, severe punishment will be administered only when the best interest of the whole school demands it. We pledge parents that if any one can develop the truly manly and womanly in their boys and girls, we shall expend every energy of our being to do so in such a manner as may make them and us proud of their child.

Teachers must change classes promptly at the tap of the hall bell, and not consume more than two minutes in so doing. To this end lessons should be assigned at the beginning of the hour.

All pupils, upon entering our school, are required to sign their names in the Matriculation Ledger, thus indicating their cheerful subscription to all of our rules and regulations. When a pupil is expelled or with-

draws without reason or cause no tuition is refunded or deducted. We strictly enjoin close application and punctuality upon all students. Let us be frank with you, patrons. We wish to do your children good, and it is your duty to do everything in your power to assist us. You should also be eager to assist us in enforcing what is known among us as "Study Hours." Please send us no verbal messages through your children. It is sure to cause misunderstanding. Our several years' experience in teaching has fully convinced us that written communications are best where the parents themselves can not communicate personally with us. We deduct nothing for absence of the pupil, except in cases of protracted illness of more than a month. Such absences injure us and our work even more than they do the pupil. A pupil, when *suspended*, can only be reinstated by parent or guardian standing surety for the future conduct of the pupil, and then only when it is thought that the further connection with the institution may be of benefit, both to the student and the institution, as well.

DIPLOMAS.

Our motto here is, "Education rather than Graduation." We believe that too much mere SHAM WORK is done in our PUBLIC SCHOOLS, our GRADED SCHOOLS, our HIGH SCHOOLS, our COLLEGES, and even in our UNIVERSITIES, and specially in our so-called NORMALS. We do not expect to give any countenance whatever to any such work or workers. Every diploma given by us must mean something. We shall grant but three kinds, and these only to pupils of good moral standing in College, and under no Faculty censure.

The PE. B. degree will be given those completing the Normal course as already outlined.

The PH. B. DIPLOMA includes everything in the catalogue course, except Ancient and Modern Languages and Senior Mathematics. Instead of Junior Mathematics, a course of two years in Latin may be substituted. Music or Art of two years may also be

substituted for Junior Mathematics. Other substitutes may be made by arrangement with the President.

This diploma is higher in its requirements than a great many colleges require for their highest diplomas. A grade of at least 80 and one year's attendance is required of all applicants for diplomas.

The degree of A. B. will be conferred on those who complete the entire College course, except Calculus and Mechanics. Greek is optional in all diplomas.

Of course, it would be impossible for us to say exactly how long would be required for a pupil to complete these courses, as the capabilities of pupils differ so much. Yet we may state, approximately, that it requires an AVERAGE pupil about eight years to gain the Ph. B. Diploma. Most pupils could very profitably spend at least ten years in going through our A. M. course. Too many quit school about four years too soon. Every graduate will be required to prepare an oration or essay, to be delivered on Commencement Day.

To pupils who have finished the Ph. B. course, with honor, the A. M. degree will be granted. It can only be obtained by Post-Graduates, who pursue a one year's course under the supervision of the President, teaching such classes as may be assigned them and reciting in two especial studies. No tuition will be charged such pupils, but a matriculation fee of five dollars per term. Music and Art may be substituted for the two studies, and no matriculation fee is then charged, but the art fees only. The A. M. degree will also be, upon due application, awarded anyone who, having secured the A. B. degree, has spent two years in such occupation as in the judgment of the Faculty and Board of Trustees has afforded ample opportunity for mental development of a large degree and good quality.

Music Diplomas will be granted as provided under Music Course. The same is true of *Commercial Diploma.*

OUR EDUCATIONAL PLATFORM.

Education is not a mind-cramming process; it is not a perfunctory memorizing routine; it is not the treatment of the mind as a vast reservoir to be filled with the myths and rubbish of the ages; it is not the completion of a prescribed course of study, with a view of obtaining a cheap parchment and scholastic honors (a popular passport with which to victimize the unsuspecting). It is none of these.

Education is, in the true sense of the term, a training, a development, a remodeling of the whole man, body, soul, and spirit; the correction of bad habits and the formation of good ones, whether of body or mind, or of the social and business relations; the most potent agency for lifting humanity from a plane of sloth and vice to one of virtuous and useful activity. It is the bringing to bear upon of all the material and spiritual agencies and forces and motives which the infinite Jehova has ordained for his creatures. It is the ability to use, with power, all the elements which God has put into man.

All rational school training must recognize certain fundamental principles, among which may be mentioned the following:

1. No human mind has its duplicate. The individuality and idiosyncrasy of every student must, therefore, be recognized. The Chinese shoe process, of requiring all pupils to complete identically the same course of study, to have their minds cast in precisely the same mould, must be regarded as irrational in theory and impracticable accomplishment. Hence our diplomas and certificates denote varying degrees of attainment.

2. With the full recognition of the foregoing principle, instructors must ascertain and remember the relative value of different departments of knowledge; must answer intelligently the question, "What knowledge is of most worth?"

3. Since system and development are found in

the economy of nature, they must be followed in the training of the human being. Some things naturally come first and some second in the order of importance. "One thing at a time and that well," is to be matched with another maxim equally important, "Let everything be done DECENTLY AND IN ORDER."

4. Hence that teaching is the most rational and valuable which seeks and carries out most fully the system found in nature; which establishes most thoroughly and naturally a harmonious connection between the efforts of the mind and the great domain of nature; which brings the student most effectually into love with the word and works of God. Hence our N. B. at the end of this catalogue.

5. Schools can not secure the same results on all students. They must commence with mental, moral and physical capital presented, and develop that to the highest extent of which it is susceptible.

6. So long as under our present economy, both boys and girls are born and live in the same family, society and church, so long should they be educated in the same school. Their separate training is unnatural and anti-republic, a vestige of the dark ages. It is detrimental to moral, mental, social and physical growth and purity, and should be speedily remedied. Each inspires enthusiasm and inspiration in the other. Hence this College is co-educational.

7. Unduly sectarian, sectional, or partisan schools must, necessarily, be illiberal and dwarfing in their tendency, restricting the minds of their students to but one side of questions and checking the liberal growth which results from the full and impartial investigation of all subjects. Experience has abundantly proven that all shades of belief and opinion may be harmoniously and advantageously trained in the same school, and yet each teacher and pupil be free and untrammeled in his views and liberties. Ours is a Methodist College, but sectarianism and sectionalism are discouraged. We give earnest and vigilant attention to the moral de-

velopment of our pupils, and they are encouraged to engage in all religious meetings.

8. Thoroughness does not consist in completing certain text-books or courses of study PAGE BY PAGE, PARAGRAPH BY PARAGRAPH, WORD BY WORD, LETTER BY LETTER, but in the full, complete, and systematic mastery of subjects. It is the mastication, digestion, and assimilation of mental food strengthening the individual for vigorous THINKING, FEELING, AND DOING. We do not advertise to graduate within a limited time, as we can not be honest and do so.

9. Courses of study should be modern and practical in their character, an entire breaking away from the curriculums established during the dark ages and perpetuated by too many institutions of the present day. We flatter ourselves that we have in our curriculum found the golden mean between the extremes, and have so united the liberal arts with the practical arts as to train the mind as well as prepare it for the independence of thought and action of life.

10. Schools should train young ladies and gentlemen for LIFE AS IT IS; should ascertain what the world needs in the various fields of activity; should work in harmony with the progressive spirit of the times, sending its students into the active world much sooner and more thoroughly qualified than during the days of sickles, flails, stage coaches, log school-houses and churches. In short, our schools should, in the MATTER, METHOD AND RESULTS OF TEACHING, partake of the general progress which we see exhibited in the arts, sciences and the business world, yet not be guilty of sham work.

Such are the ten basic principles upon which we found all our efforts in our chosen life-work. We try to live them and teach them. To these principles, closely followed out, we refer any success we may have had in our line of work. *Money-making* is not our single aim; but to benefit our fellows by helping in the development of their God-given faculties. It is our ambition to do nothing but honest, conscientious

work, no matter whether carpers complain or friends applaud. No good, honest and faithful teacher ever fails to earn all he is paid. Too many teaachers in too many ways degrade their own profession. We consider THE MINISTER, THE TEACHER, THE EDITOR, THE PHYSICIAN, in the order named, the most unselfish and largest benefactors of the human race. In this connection I can not forbear inserting the excellent words of another in the form of some

EXTRACTS FROM A PAPER AT FOURTH EDUCATIONAL CONVENTION, 1891, READ BY W. J. CARPENTER, ON "HOW TO AWAKEN AN INTEREST ON THE PART OF PARENTS IN CHRISTIAN EDUCATION."

Many parents think it a waste of time and money to send their children to school. Because it does not immediately bring in large returns in dollars and cents they count everything a waste. Many such parents spend more money in stocks and lands, and improving their breed of horses and cattle, than they spend in the improvement of the minds and morals of their offspring. The trouble with this class is a mistaken notion of the end and purpose of life. They think it is to make money. This is opposed to the Bible idea, for Jesus said: "A man's life consisteth not in the abundance of the things he possesseth." What a false idea that money-making is more honorable than character-making! Another class see no special need of a College education, claiming that to read, write, and figure is about all any one needs in this world. In proof of their claim they present themselves as an illustration of what may be done when only a rudimentary education is possessed. Such parents do not propose to give to their children a privilege or an advantage which they did not have "forty years ago." Still another class of parents have quite a degree of interest in the welfare of their children; they propose to educate them where it can be done most conveniently and for the least money, hence they do not see why a Christian school should be preferred to any other. They forget that behind all of our church institutions there is the great Methodist Episcopal Church, South, which stands as a pledge of the character of the management of the schools, which character is inseparable from the work done by it. Thus it is that a parent can feel more secure concerning the moral influences which will be thrown around the child. In order to awaken an interest in the minds of these parents so as to secure the attendance of their children at our church schools, several things are necessary; and the first thing is, let the people know of our institutions and the work they are doing.

The president and professors in connection with our several institutions should circulate freely among the people. The day is past in which an institution can secure a large patronage and sit on its dignity, unless it has a large endowment. People want to see the men who are to have control of their children. They have numberless questions to ask which could only be answered by the school men. Frequent educational conventions in different parts of the State, especially at District Conferences, when the subject can be presented in all of its phases by presidents, professors, and preachers, would succeed in arousing an interest in the minds of many. But, after all, the most potent and successful factor in awakening this interest is the preacher in charge. Let him preach on the subject as the discipline requires. Save a few feeble efforts I have made myself to preach on the subject of Christian Education, I have never heard a pastor or presiding elder preach a sermon on the subject. Let the preacher appeal to both parents and young people in private. By this means he may arouse some who would possibly turn a deaf ear to the public discourse. Let him not suffer himself to be absorbed by any local institution, and thus lose his interest in our denominational work. He should urge Methodist people to educate their children in Methodist schools. Let him show the superior advantages of a Christian schooling under the care of our Church. Some one has said "America for Americans." I feel like saying to all parents in connection with our Church, *Methodist schools for Methodist children.*

Northwest Missouri College is the School of our Church in Northwest Missouri.

SESSIONAL REPORTS will be sent parent, guardian or pupil at the end of each term. These will be made out on printed slips, and the report will indicate the advancement and proficiency made as gained from examinations and sessional standing. These reports will also contain information as to deportment, and attendance, and general bearing, as well as grades on Elocution, Composition, Art, Music, etc. We ask strict attention to these semi-annual reports.

SCALE OF DEMERITS.

Tardy to chapel or recitation	2
Absent from chapel or recitation	5
Unexcused failure in declamation or composition	8
Unexcused failure in recitation	4
Disorder, owing to the gravity	5 to 150

Pupils whose demerits reach one hundred and fifty during one term will be dismissed.

The above schedule applies mainly to College students in one of the five College years. We may resort to other methods for lower classes. It is difficult to regulate the fixed penalties to meet the demand of all cases among all classes and grades, and the President and his advisors reserve the privilege of making their own decision in every possible occurring case. The Faculty will meet weekly for the consideration of written excuses from students for things for which they have been reported.

TO WHOM IT MAY CONCERN:

(TO THE CHURCH ESPECIALLY.)

After an experience of several years in different colleges, together with an extensive and interested observation of the working of what are known as our leading Western colleges, I am profoundly convinced that the most imperative demand in our whole educational system is a grade of school that shall not only connect in some satisfactory way what is known as our "common school course" and the university curriculum, but at the same time furnish a good College education and training. I do not speak all that MIGHT be justified when I say that three-fourths of the work done in our best institutions—those having real endowments and competent faculties—is of no more than a preparatory character. Nor is this the worst feature of the case. For after an observation of this thing for several years I can not notice that the matter is being bettered, but evidently grows worse. Others are pretending to do *only* college work. Not that too much college work can be done—that were impossible—but that under the witching of a NAME many are PRETENDING to do that for which they have neither the capacity nor the faculties for doing, while they neglect the FUNDAMENTALS, thus teaching our people to educate upon a narrow and insufficient basis, and subjecting our church systems to unfriendly comparison with other systems. Our aim is to do full work from the Primary to Senior year in college.

Catalogues, in this day and age, are too often found following in the wake of circulars and dodgers which aim to represent, or rather MISREPRESENT, MERE MONEY-MAKING INSTITUTIONS. Such schools only mislead, and damage institutions trying to do HONEST and HONORABLE WORK. Such catalogues are but EXAGGERATED EXPONENTS of the schools from which they go. We only put BARE STATEMENTS, and ask further and fuller investigation by our patrons and friends. We only ask for an honest and careful comparison of our proposed work with the work of any other kindred institution in the State. We challenge such a comparison from any source. We believe we have a noble mission and expect to fill it if those who know what an education means will assist us in our work. We ask Gallatin District for an answer along this line.

Our location as has been said, is altogether desirable. Our buildings and grounds are ample and inviting, and I have associated with me a strong corps of teachers, able and willing to do the work—and to do it thoroughly. Our ambition is not only to FIT pupils for colleges and universities—we are ambitious to do this well—but also to furnish a thorough, practical education to those who do not, for any reason, take a thorough college course. We aim also to give our Church the benefits of college training and facilities at home without a great and useless expenditure of money in going abroad.

Education is the most popular sentiment of the present day. It has been wisely called the "corner-stone of the State," and the "safeguard of free institutions." Its necessity as a preparation for successful work in life is acknowledged by all. But the training of the mind forms the basis of true education. If IT be left in darkness and ignorance, there is little hope for the MAN among the intelligent workers of our times.

EXTRACTS FROM THE COMMITTEE ADDRESS TO THE CHURCH AT THE FOURTH EDUCATIONAL CONVENTION OF M. E. CHURCH, SOUTH, IN MISSOURI, IN 1891.

It was the sense of the convention, that, while we, as a Church, in nowise recede from our belief and life-long practice—that the Christian religion is experimental or nothing, that it must come from the heart and go to the heart, and that it is "revealed from faith to faith"—we, at the same time, must recognize the fact that we are laboring in the midst of the most aggressively intellectual age that the world has ever seen, and that the imperative demand is upon us that we give "a reason for the faith that is in us," or else consent to allow Christianity to be pushed back among the rubbish of effete systems. We must also recognize the fact that, while no system can offer as many or as good reasons for its claims upon men as can Christianity, these, like all other reasons, can only be reached by intellectual processes which are possible only to educated minds. We assert the great truth, that man's spiritual nature is simple and indivisible, and that whatever processes tend to cultivate and strengthen its intellectual powers are no less essential to a right growth in grace than are those influences that operate chiefly upon the heart.

We recognize the need of the Church for educated men in all departments of its work, and particularly in the pulpit, for the instruction of the young, the guidance of the strong, the establishment of the wavering, the comfort of the distressed, and the organization and leadership of the whole host of Israel in a never ceasing movement against all forms of iniquity. The subtile and ever varying forces of worldliness must be opposed on our part by a front of intelligent investigation. All evil is at heart a lie, based on false assumptions and supported by fallacious reasoning. It only needs to be properly investigated that this may appear to all men. If the Church will use the "weapons of her warfare," she has nothing to fear from any system of evil, however hoary or pretentious it may be. Such systems are all essentially weak and foredoomed. What shall we say to these things? The Church is not poor. Her people live in "ceiled houses;" some of them in "ivory palaces." They expend annually, in equipage, in ostentation, in luxury, more than would be sufficient to supply all our need. And yet they withhold from our institutions the necessary support, and thus allow spurious institutions, by dint of loud advertising, and the pretense of giving the maximum of culture for the minimum of outlay, to draw off the flower of our youth, to debauch their intellects, and in many cases to undermine their faith.

The convention would urge upon you the importance of giving prompt attention to all these claims. Failure to meet them can only result in the crippling of these institutions, possibly in interference with their usefulness, for all time to come. They are yours, and their instructors and managers

"are your servants for Christ's sake." Believe us when we say that you have only to place the needed funds at their disposal in order to realize the most gratifying results in the near future. We are encouraged by your past liberality to expect that you will not be wanting at this time of perhaps our greatest need in all the history of our educational work.

The development of mind is dependent upon certain laws, and in the work of education these must be obeyed. To train the mind properly, it is necessary to call forth all its faculties and exercise them in all their natural activities. There must be a generous ingathering of information ; there must be careful instruction by trained teachers ; there must be a HIGH MORAL SENTIMENT cultivated, and above all, THERE MUST BE TIME FOR REFLECTION AND ASSIMILATION—students thinking, reasoning and judging for themselves. Let parents and patrons not be anxious to hurry the student through a course. It does not pay. Read *Our Platform.*

We aim to be *Christian*, in that the *Bible* is not only read and studied as a part of the daily routine of school duty—but also its moral precepts and religious principles are inculcated and enforced in all the relationships of the school. *Co-educational*, in that our *daughters* are furnished, under auspices akin to those of the family—God's oldest and best institution among men—equal facilities with our *sons* for acquiring all that is essential in *an education.* The refinement of such association is manifest.

We express our gratitude to those of our friends who stand by us in defense of the principles we have enunciated, and express the hope that the day is not far distant when every school will be compelled to stand upon the merit of the work done within its walls.

We are willing and desirous that our pupils shall be the indexes and exponents of the work we can do in the College. These are they who can and should speak in stronger terms than the officers, teachers or agent possibly could.

With these facilities ; with our course of instruction as high as that of any similar institution in the State ; with a corps of practical, experienced and zeal-

ous teachers—specialists; with our standard of discipline as high as the best; with our charges as low as expenses will permit; with an ambition to benefit our country, our town or district, our State and humanity; with charity and good will to all *honorable* competitors who are working to the same end with ourselves, and with contempt for those who *disgrace our high profession* —we gladly send forth this greeting to those seeking a place to educate their children. We assure you that no effort will be spared to make this College equal to its chosen work of qualifying the young, by high physical, intellectual and moral culture, for usefulness in any position or station which, in God's providence, they may be called to occupy. Our motto will always be—plain habits, close study, moral conduct, mental discipline and most complete and thorough culture in all things. We wish to lay down our platform for all—"Teach, learn or leave."

For any further information than is herein contained, address any of the officers of the school, the agent or the President. Persons desirous of seeing a representative of the College in person will be visited by the President or one of the teachers, if they will drop a postal card signifying such desire.

We are spending time and money trying to fully equip our Science department with outfits and apparatus and specimens by which to illustrate the Natural Sciences. We desire hereby to request friends of the College to help us in doing something in this line by donations of any interesting objects of nature that may come in their way—such as rocks, shells, stuffed or alcohol specimens, minerals, etc., etc. These things can not be readily purchased, hence we must depend upon individual efforts for our supply. We ask to be remembered by friends in this matter. We hope, also, that ministers and friends will collect books for the College library.

We appeal to the big-hearted, full-pursed men and women of the district to put Northwest Missouri College on a firm basis. The Church and this part of the State

needs the College. Indeed, it seems we can not do without it. Now is a crisis. Give the College a portion of your benefactions. It will be to you as individuals, and to the entire Church, like bread cast upon the waters and will certainly soon return a manyfold harvest. Let some good brother or sister endow a professorship or build a gymnasium or pay off the College debt, and let us name our magnificent chapel for that one. Send for catalogue to any of the Faculty, or to

W. H. PRITCHETT, A.M., *President*,
Albany, *Mo.*

1895-CALENDAR-1896.

1895.	SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
JAN.	..	..	1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31	..	..
FEB.	..	..	..	..	..	1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	..	..
MAR.	..	..	..	..	..	1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31	..	..	..	..	..	..
APR.	..	1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	..	..	..	..
MAY.	..	..	..	1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	..
JUNE.	..	..	..	..	..	..	1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	..	..	..	..	..	

1895.	SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
JULY.	..	1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31	..	..	..
AUG.	..	..	..	..	1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31
SEPT.	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	..	..	..	..	..
OCT.	..	..	1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31	..	..
NOV.	..	..	..	..	..	1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
DEC.	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31	..	..	..	..

1896.	SUN.	MON.	TUES.	WED.	THURS	FRI.	SAT.
JAN.	..	..	..	1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	.
FEB.	..	..	.		..	..	1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
MAR.	..	..	.	.	.	.	..
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31	..	..	..	.
APR.	..	.	..	1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	.	..
MAY.	.	..	.		..	1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31	..	..	..	..	..	..
JUNE.	..	1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	.	..	..	..

WE desire to request the especial attention of our students to the list of advertisements on the following pages. These are the ESPECIAL friends of the College, and it is but proper that we ask this favor for them. Every one is a good business firm, and show by their advertisements they are our well wishers. Let us show them it pays to befriend N. W. Missouri College.

Students of Northwest Missouri College,

Baldock & Brooks,

DEALERS IN

STAPLE AND FANCY GROCERIES,

Are the wide-awake men who will appreciate your patronage and supply wants in all pertaining to a first-class grocery.

TOBACCOS, CIGARS, FRUITS and FINE FLOUR are Specialties.

Courteous Treatment, Free Delivery, Best Goods for Least Money,

Are some points in our favor.

LOCATED NORTH SIDE OF PUBLIC SQUARE,

ALBANY, MO.

S. D. WHITELY. G. W. WHITELY, M. D

Opera House Drug Store,

A full and complete line of Drugs and Drug Sundries.

Headquarters for College Text-books and School Supplies of all kinds. Largest and Most Complete Line of Stationery to be found in town.

Northwest Missouri College Letter-heads and Stationery a Specialty. Literary Books, Bibles, Blank Books.

PRESCRIPTIONS CAREFULLY COMPOUNDED, Dr. Whitely having care of this Department.

Students, Remember! North Side of Square. **WHITELY BROS., Prop'rs,**

E. L. PEERY & CO.

—AND—

H. W. BARE & CO.

Occupy the greater part of the Peery Block,

NORTH-WEST CORNER OF SQUARE.

The former firm carries a very extensive line of DRESS GOODS, PRINTS, GINGHAMS, SATTEENS, PIQUES, Etc., Of pretty styles and low prices. No shoddy goods. Boots and Shoes a Specialty.

The latter firm deals in all kinds of FURNITURE, CARPETS, CURTAINS, QUEENSWARE, SEWING MACHINES, TABLE COVERS. Undertaking a Specialty.

Both these firms will give our friends and students best goods at lowest prices They are headquarters in their line.

Geo. C. Holden,

ALBANY, MO.

Loans on Farm Security,

"Up-to-Date" Terms. Gold Payments not Required

Has the ONLY set of Land Title Abstract Books in Gentry Co.
Offers Bargains in City and Country Property.
Does Conveyances in all its Branches.

J. F PATTON,

PHARMACIST

AND DEALER IN

Drugs, Medicines, Paints, Perfumery,

TOILET ARTICLES, SCHOOL AND COLLEGE TEXT-BOOKS, STATIONERY AND SCHOOL SUPPLIES.

Full lines of all the above Goods always in stock, and sold at lowest possible prices.

Your Patronage Respectfully Solicited.

UNION BLOCK, - - - - ALBANY, MO.,

JOHN A. ROSS, President,
C. H. KENT, Vice-President.

J. B. THOMAS, Cashier.
W. R. STATON, Asst. Cash.

BANK OF ALBANY.

Does a General Banking Business.

YOUR PATRONAGE SOLICITED.

J. L. McCULLOUGH.

J. W. PEERY.

MCCULLOUGH & PEERY,

LAW' ERS,

STANBERRY, MO.

ALBANY, MO·

GLENDENNING & CO.,

Hardware, Tinware,

Barbed-Wire, Steel Picket Fencing, Hard Coal Base Heaters, and Bridge & Beach Charter Oak Cook Stoves, Quick-Meal Gasoline Stoves, Refrigerators and Bath Tubs.

J. W. LEPPER,

PROPRIETOR,

CITY TIN SHOP.

General Repairing, Spouting, Roofing and Job Work, Tin, Copper and Galvanized Work Specialties.

ALL WORK GUARANTEED AND DONE ON SHORT NOTICE. Also a Fine Line of Home-made Tinware.

HEREFORD CATTLE.

C. G. COMSTOCK,

ALBANY, - - - - GENTRY CO., MO.

BREEDER OF HIGH-CLASS HEREFORD CATTLE.

For DWELLINGS, LOTS, FARMS, COLLEGE HILL PROPERTY, ABSTRACT of TITLES or LOANS, call on or write to

WALLACE HUBBARD

REAL ESTATE AGENT AND ABSTRACTOR.

ALBANY, - - - MISSOURI.

Dr. J. M. Hamilton,

DEALER IN

DRUGS and MEDICINES,

Paints, Oils, Books, Stationery, Etc.

ALBANY, MO.

PATTON BROS.,

DEALERS IN

Furniture, : Carpets, : Sewing : Machines,

Organs, Picture Mouldings, &c., &c.--CALL!

3 0112 105752189

MILLINERY EMPORIUM,

MR. & MRS. T. T. ROBERTS,

Hats, Trimmings, Ribbons, Flowers, Hosiery, Notions, &c.

FIRST-CLASS DRESS-MAKERS AND TRIMMERS EMPLOYED.

Young Ladies, Call.

W. P. STAPLETON,

—DEALER IN—

HARDWARE, STOVES, PUMPS, &C.

My Builders' Hardware Stock is very complete,
See me before buying,

One Door South of Gentry Co. Bank, ALBANY, MO.

The Missouri Clothing Company

Is the Fashionable Clothing Resort for the College Young Men and Gents of the city.

We sell at popular prices Gents' Furnishing Goods, Fashionable Shoes, Hats, Gloves, &c., &c.

Ready Made Clothing

in great variety, is kept in large stock, and

Tailor-Made Suits Secured on Short Notice.

The Colleges patronize us and build up our town, hence we encourage any move made by N. W. Mo. College in securing a city directory of Albany's business houses. Success to the College,—that means success to our city and THE MO. CLOTHING CO.

CALL ON US, BOYS.

We are still on the West Side of the Square.

We will treat you like young gentlemen.